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ABSTRACT

This annotated resource list is intended to help state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and policy makers develop or improve programs and services for at-risk youth and adults. The list is not intended to be exhaustive but to list resources that are representative of the field. Resources listed are of the following types: publications, newsletters, journals, agencies, associations, organizations, centers for educational information or services, clearinghouses, computer-based information networks, databases, and exemplary and model vocational programs. Published during 1986-1991, the items are listed in the following categories: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, general background literature concerning at-risk students, and educational reform. In addition to a description, each entry contains price and contact information. (CML)

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National Center for Research in Vocational Education

University of California, Berkeley

STUDENTS AT RISK: SELECTED RESOURCES FOR VOCATIONAL PREPARATION

Volume 2

CE062237

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STUDENTS AT RISK: SELECTED RESOURCES FOR VOCATIONAL PREPARATION

Volume 2

Compiled by
Sheri Kallembach, Zipura Burac, Maureen Coyle-Williams,
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PREFACE

> Unfortunately, by age 15, substantial numbers of American youth are at risk of reaching adulthood unable to meet adequately the requirements of the workplace, the commitments of relationships in families and with friends, and the responsibilities of participation in a democratic society. These youth are among the estimated seven million young people—one in four adolescents—who are extremely vulnerable to multiple high-risk behaviors and school failure. Another seven million may be at moderate risk, but remain a cause for serious concern. As the number of youth left behind grows, and opportunities in the economy for poorly educated workers diminish, we face the specter of a divided society: one affluent and well-educated, the other poorer and ill-educated. We face an America at odds with itself. (Carnegie Corporation of New York. Carnegie Council on Adolescent Development, 1989, p. 8)

Despite the recent education reform movements, approximately twenty-five percent of all students drop out of high school today. As a result, disadvantaged youth and adults fail to reach their full potentials toward economic self-reliance and responsible citizenship. Vocational education helps to ensure success in fulfilling these goals by enhancing student retention and serving at-risk youth and adults. This second volume of *Students At Risk: Selected Resources for Vocational Preparation* is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others to locate resources to help develop or improve programs/services for youth and adults who are at risk.

Materials contained in this document include publications; newsletters; journals; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; databases; and exemplary and model vocational programs. The entries are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Publications on general background literature and educational reform are also included.

This guide is *not* intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation, the price, ordering information, and address (whenever possible) are provided. Resources should be ordered directly from the publisher listed in each annotation.

To avoid duplication, many entries appearing in the first TASPP resource guide on at-risk youth were omitted. Entries for organizations and centers for educational information/services were updated in this volume due to numerous address changes. For a comprehensive listing of entries, the reader might want to obtain the first volume as well.

TASPP has also developed resource guides on teen parents, limited English proficiency, the unique needs of rural and urban students with special needs, transition, and the Perkins Act of 1990. These, as well as both volumes of the *Students At Risk* resource guides, may be obtained through the National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652.

Source: Carnegie Corporation of New York. Carnegie Council on Adolescent Development. (1989, June). *Turning points: Preparing American youth for the 21st century.* Washington, DC: Author.

TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM

Mission

The Technical Assistance for Special Populations Program (TASPP) works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations.

Objectives

- Increase awareness and understanding of critical issues in vocational special needs education, and
- promote exemplary program activity and the adoption of model practices.

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A service program of the National Center for Research in Vocational Education, University of California at Berkeley. TASPP is located at the University of Illinois. Additional information on TASPP services, activities, and publications is available on request.

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PUBLICATIONS

PROGRAM ADMINISTRATION

Adolescents at Risk: Prevalence and Prevention
Dryfoos, J. G. (1990).
Cary, NC: Oxford University Press.

Oxford University Press
2001 Evans Road
Cary, NC 27513
(800) 451-7556

This book presents a knowledge base from which successful programs can be initiated for young people aged ten to seventeen who are at risk because of delinquency, substance abuse, teen pregnancy, or school failure. Data is provided about each of the four problem areas, showing who is at risk of each problem and with what consequences. Prevention programs are examined, identifying common elements and general characteristics of an effective program for each problem area. A number of specific programs, school-based and community-based, are described and referenced.

The author incorporates the ideas generated from the categorical program reviews and presents common concepts to guide the formulation of comprehensive strategies. The book concludes with examples of the application of these principles at the local, state, and federal levels. Each chapter is followed by extensive notes and references. sck (280 pages, $29.95)

Alternative Education Programs:
A Prescription for Success
Hefner-Packer, R. (1990).
Athens: University of Georgia, College of Education.

University of Georgia
College of Education
Dr. C. Thomas Holmes
G-10 Aderhold Hall
Athens, GA 30602
(404) 542-0913

This report is intended to offer suggestions and strategies for planning and implementing alternative education programs. Not all students respond positively to traditional education program instruction. Many have needs and interests that require alternative curricula, modes of instruction, and organizational structures. If education programs are not available to these students, many will lose interest, become disruptive, fail, or drop out. Carefully planned and implemented educational alternatives increase the probability of success for nontraditional students.

This publication describes five commonly accepted models including alternative classroom, school-within-a-school, separate alternative school, continuation school, and magnet school; successful programs in

Georgia; a strategy for planning alternative programs based on local school and community needs; and a strategy for effective program implementation.

The appendices contain sample forms used for tasks such as an alternative education survey, needs assessment, and gathering student information. Lists of funding sources and alternative educational programs in Georgia and elsewhere are also included. ldi (130 pages, $10.00)

The At-Risk Student: Answers for Educators
Ogden, E., & Germinario, V. (1988, March).
Port Chester, NY: National Professional Resources.

National Professional
Resources
P.O. Box 1479
Port Chester, NY 10573
(914) 937-8879

The authors have chosen the approach that schools must deal with the problems of the at-risk student, and still remain firmly committed to their educational mission as a first priority. Written for administrators, teachers, and support staff on all levels (K-12), this is designed as an inclusive guide to tested programs and procedures for effectively dealing with student health, including behavioral and familial problems that impede learning. It contains specific steps for identification, prevention, and intervention to deal with drug and alcohol problems, suicide, AIDS, eating disorders, pregnancy, child abuse, violence, and other student problems. Case studies provide examples of crisis situations and effective responses. Resource agencies and successful educational programs are included in the appendix. sck (185 pages, $29.50)

The AVA Guide to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990
American Vocational Association. (1990).
Alexandria, VA: Author.

American Vocational Association
Department 890 ARCD
1410 King Street
Alexandria, VA 22314
(703) 683-3111

This document is designed as a reference and planning tool to help professionals understand and implement the 1990 Perkins Act. The guide is divided into three main sections: (1) a synopsis of the entire Perkins Act, providing a general overview of each of the major titles; (2) an expert analysis of each element of significant change from the 1984 Perkins Act to the new 1990 Act (eliminating those sections with only minor changes or changes not relevant to the field in general); and (3) the new law in its entirety, carefully integrating the sections of the 1984 Act that are simply referenced in the text of the new 1990 Act. Additionally, Appendix A contains the full transcript of Title VI, which was not included with the integration of Titles I-V since Title VI modifies statutes other than the Perkins Act. sck (175 pages; $17.95 member, $21.95 nonmember)

The Effects of High School Organization on Dropping Out: An Exploratory Investigation (CPRE Research Report Series RR-012)
Bryk, A. S., & Thum, Y. M. (1989, February).
New Brunswick, NJ: Center for Policy Research in Education.

Center for Policy Research
in Education
Eagleton Institute
Rutgers University
New Brunswick, NJ 08901
(201) 828-3872

This study examines the effects of school characteristics on both the probability of dropping out and the strongest predictor of dropping out—absenteeism. Special benefits accrue to disadvantaged and at-risk youth from attending certain kinds of schools. A committed faculty, an orderly environment, and a school emphasis on academic pursuits are all associated with lower probability of dropping out for such youth. An important structural feature—smaller school size—also contributes to engaging disadvantaged students.

These are smaller high schools with substantial opportunities for informal adult-student interactions, where teachers are committed and interested in working with students, and where students are pursuing similar courses of academic study within an environment that is safe and orderly; institutions whose structure and functioning coalesce around a sense of shared purpose. Such strongly chartered schools appear the best hope in response to problems of individual alienation. mg (34 pages, $4.00)

Evaluating Social Programs at the State and Local Level: The JTPA Evaluation Design Project
Blalock, A. B. (Ed.). (1990).
Kalamazoo, MI: W. E. Upjohn Institute.

W. E. Upjohn Institute
300 S. Westnedge Avenue
Kalamazoo, MI 49007
(616) 343-5541

This book draws upon the JTPA Evaluation Design Project, which was initiated, developed, and directed by the Washington State Employment Security Department in response to new state and local oversight obligations authorized by the Job Training Partnership Act. The authors provide practical guidance about planning and executing program evaluations and developing or enhancing program evaluation ability.

Useful as a pragmatic policy and management tool, this assists state and local government professionals who develop program policies, monitor their translation into ongoing programs, or evaluate their effectiveness. In addition, it will be of interest to state and local elected officials, the evaluation research community, public interest and client advocacy groups, and all those interested in the performance of social programs. sck (500 pages; $16.95 paper, $25.95 cloth)

Hanging In and Dropping Out:
Voices of At-Risk High School Students
Farrell, E. (1990).
New York, NY: Teachers College Press.

Teachers College Press
P.O. Box 2032
Colchester, VT 05449
(802) 878-0315 (in VT)
(800) 445-6638

This book examines the ego identity of at-risk high school adolescents to determine the role of schooling in their lives. The author asked a number of high school students to tape dialogues between themselves and their peers, both those who were still in school and those who had dropped out, to see how these students viewed their predicament. The book addresses factors that contribute to dropping out including economic forces, peer and family pressures, sex, drugs, pregnancy, and the inability of teachers and students to create a meaningful system in which they can function together. The author shows, through extensive quotation from the interview data, that the present high school system is the wrong place for these kids at the wrong time in their lives and offers suggestions on how to make schools the right place for them.

The book will serve as a supplemental text for educational and, adolescent psychology, educational policy, secondary education, and qualitative research courses. It will also serve as a valuable resource for district level personnel, school psychologists, and counselors. sck (192 pages, $16.95)

Improving Their Chances. A Handbook for Designing and Implementing Programs for At-Risk Youth
Nash, M. A. (1990, July).
Madison: University of Wisconsin at Madison, Vocational Studies Center.

Vocational Studies Center
Publications Unit
School of Education
University of Wisconsin at Madison
1025 W. Johnson Street, Room 964
Madison, WI 53706
(608) 263-2929

This is a handbook for designing and implementing programs for at-risk youth. Written for at-risk youth coordinators, dropout prevention specialists, administrators, and other school personnel, the handbook includes the following chapters: Understanding Why Youth are At-Risk, Creating

Policies and Standards, Assessing the Need in Your Community, Designing Effective Approaches, Establishing Staff Roles and Staff Patterns, Involving Parents and Families, Fostering Strong Collaborative Efforts, and Evaluating Programs for At-Risk Youth.

The book provides an overall understanding of the many complex issues of at-risk youth as well as practical information on program implementation. Features of the book include sample needs assessment tools; examples of program designs, including names and addresses of contact people; sample program evaluation tools; and a perspective that promotes multiculturalism and discourages racial, ethnic, and gender bias. sck (200 pages, $29.00)

Keeping Students in School
Orr, M. T. (1987).
San Francisco, CA: Jossey-Bass.

Jossey-Bass
350 Sansome Street
San Francisco, CA 94104
(415) 433-1767

This book offers strategies to help schools, communities, and businesses address the dropout problem. Funded by a grant from the Carnegie Corporation of New York, it is based on case studies of successful programs and interviews with officials in fourteen urban areas. The author identifies the major causes of dropping out and provides guidelines for identifying segments of the at-risk population that are underserved. She presents fourteen program summaries designed to serve the needs of potential dropouts, as well as those who have already left the educational system. Chapter 6 discusses redirecting the dropouts and preparing out-of-school youth for gainful employment. This chapter describes two nonschool programs designed to recruit and educate dropouts. Both offer basic-skills remediation, GED preparation, personal counseling, and employment orientation. The appendix contains a list of contacts for dropout prevention programs and services. sck (237 pages, $24.95)

Preparing Them All: Future Directions of Career-Vocational Preparation Services for California Students with Special Needs
McCune, S. D., Apolloni, T., & Meucci, S. (1988, August).
Rohnert Park, CA: Sonoma State University, Vocational Education Resource System, California Institute on Human Services.

This report describes conditions related to California's growth, diversity, and economic development; assesses the current status of California's educational systems for students with special needs; suggests a conceptual framework for the employment preparation of children and youth; and specifies strategies for utilizing the special needs program of the Career-Vocational Preparation Division as a leverage point for promoting broad scale change in vocational education. Included in the report is an examination of the potentially strong role which can be played by career-vocational preparation programs in assuring valued social roles for students who are academically and economically disadvantaged, limited-English proficient (LEP), and disabled. The report recommends that the division use the special needs program to facilitate continued improvement. (40 pages, $14.50)

Vocational Education Resource System
Publications
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928
(707) 664-3171

Retaining Adult Education Students: A How-to Guide for Practitioners
Davis, R. (1990).
Manhattan, KS: Learning Resources Network.

Information about the characteristics of a quality adult education program is included in this handbook, designed for adult education practitioners interested in ABE and GED student retention. Chapters include a discussion of the student-centered approach and its advantages, an outline of the steps in designing a retention plan as well as follow-up procedures, specific tips and strategies in dealing with the problem of adult student retention, and descriptions of two retention plans specifically developed to combat attrition in adult education programs. sck (42 pages, $14.95)

Learning Resources Network (LERN)
P.O. Box 1448
Manhattan, KS 66502
(913) 539-LERN

The School's Choice: Guidelines for Dropout Prevention at the Middle and Junior High School
Bhaerman, R. D., & Kopp, K. A. (1988).
Columbus: Ohio State University, Center on Education and Training for Employment.

These guidelines present a wide variety of program options from which readers may select those best suited to their particular situations. The guidebook is for those who work and live with young adolescents, middle and junior high school teachers, counselors, principals, parents, and others in the community involved in dropout prevention programs. Questions of major dropout issues, relevant research findings, and possible solutions to problems are offered, along with the concepts of bonding (classroom climate, school policies, supportive roles), basic skills (curriculum, learning styles, planning), and youth advocacy (behavior, expectations, counseling, accommodation). A further objective of this guide is the stimulation of dialogue among professionals in developing dropout prevention strategies. The monograph concludes with a discussion of planning and evaluation techniques, staffing patterns and development, the role of administrators, and an overview of the options which teachers, counselors, and principals should consider in developing dropout prevention strategies. (162 pages, $13.25)

Center on Education and Training
for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in OH)
(800) 848-4815 (out of state)

Students-At-Risk: Strategies for Schools
Callison, W. L. (1989).
Laguna Beach, CA: Pelican Press and Consulting.

Information for teachers and administrators who are attempting to develop programs to address the problems of dropouts are included in this report. It includes chapters on the following topics: creating a student information system, predicting dropouts and identifying substance abusers, identifying students at risk, developing a prevention and recovery plan for this special population, dropout prevention programs in elementary and secondary schools, reducing substance abuse, evaluation of system effectiveness, instructional strategies for students at risk, using technology in instruction, and use of volunteers and foundations. sck (141 pages, $19.95 plus $2.00 postage and handling)

Students-At-Risk, Inc.
1260 Brangwyn Way
Laguna Beach, CA 92651
(714) 773-3368

Understanding P.L. 101-392: A Manual for the New Vocational Education Amendments
Kober, N. (1990, October).
Arlington, VA: American Association of School Administrators.

American Association of
School Administrators
1801 N. Moore Street
Arlington, VA 22209-9988
(703) 875-0717

Designed to help school administrators, teachers, state employees, community college personnel, and others concerned about vocational education, this manual contains all essential information about the Carl D. Perkins Act Amendments of 1990. This manual reviews, explains, and analyzes the key provisions of the Perkins Act, as revised by Public Law 101-392.

Organized in two parts, Part 1 gives an overview of the Perkins Act, outlining its (1) significance, (2) major themes, (3) legislative history, and (4) organization and format. Part 2 walks through the Act's specific provisions, topic by topic. Using lay language, charts, and tables, Part 2 recapitulates the law's essential provisions, explains their significance, analyzes differences from prior law, and decodes unfamiliar terms and references. Each topic is numbered for easy cross reference and divided into subtopics. Individual provisions are marked to show whether they are new, revised from prior law, or similar to or the same as prior law. A glossary is provided explaining common acronyms, abbreviations, and terms used throughout the text. sck (104 pages, $23.50 includes shipping and handling)

CURRICULUM AND INSTRUCTION

Adult Learning Methods
Galbraith, M. W. (1990).
Melbourne, FL: Krieger Publishing Company.

Directed to individuals who work with adult learners in various educational settings, this how-to book provides an overview of the major aspects of adult learning and suggests methods and techniques. Chapters are guided by a set of practical questions. sck (434 pages, $34.95)

Krieger Publishing Company
P.O. Box 9542
Melbourne, FL 32902-9542
(407) 724-9542

Applied Basic Skills Series: Mathematics, Science, and Language Arts
O'Keefe, C., & Towler, A. (1988).
Austin: University of Texas at Austin, Extension Instruction and Materials Center.

These publications are designed to motivate and encourage academically disadvantaged students to learn the basics by using practical life skills as the vehicle for learning. Each publication focuses on real-life application, with information on career awareness and consumer education and covers most of the essential elements for the math, science, and language arts courses for seventh through ninth grades.

Each publication includes eighty to one-hundred modules, with student learning activities and instructor resource sheets. The administrator/teacher's guide includes information on identifying, understanding, and working with academically disadvantaged students; it also includes strategies for modifying the curriculum, motivating disadvantaged students, and assessing student progress. ldi (Math, Science, Language Arts, $21.00; student learning activities, $8.00; teacher's guide, $5.00)

University of Texas at Austin
Extension Instruction and
Materials Center
Customer Service
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716
(800) 252-3461 (in TX)

Basic Skills Instructor Manual
Kearns, D., & Williams-Graham, J. (1988, June).
Columbia: University of Missouri at Columbia, Missouri LINC.

The basic skills instructor, charged with enabling special needs students to adequately meet the academic requirements of their chosen vocational education program, fulfills this role by providing individual or small group instruction in mathematics, reading, or

Instructional Materials Laboratory
10 London Hall
University of Missouri at Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 392-7217 (in MO)
(800) 633-5937 (out of state)

writing skills. For each student, the instructor must address the specific deficiencies which have been identified through the assessment process, coordinate with the vocational education teacher, and provide services on an individual basis concurrently with the student's enrollment in a vocational program. Instruction should be offered with a maximum of flexibility in scheduling. This guide is divided into six areas of responsibility for basic skills instructors, based on the results of a Fall 1987 survey: (1) identification and assessment; (2) teaching, tutoring, and testing; (3) materials to use in basic skills programs; (4) recordkeeping techniques; (5) meetings and contacts; (6) and counseling, transition, and employment. A separate section on postsecondary concerns is included. Each area is followed by a list of questions which might arise along with answers. In addition to sample forms to complement each section, the manual includes a comprehensive glossary and references. (174 pages, $12.50)

BRIDGE Curriculum Guide
Northwest Regional Educational Laboratory.
(1990).
Portland, OR: Private Industry Council.

Private Industry Council
520 S.W. Sixth Avenue, Suite 400
Portland, OR 97204
(503) 241-4600

Going from middle to high school is a tough transition for most students, and even harder for disadvantaged youth. This new curriculum guide is designed to make that transition easier. The guide helps teachers enhance students' social and work maturity skills.

The guide was developed for the Private Industry Council and Portland Public Schools for use in BRIDGE, a program designed to boost the education and employability of disadvantaged youth. The guide includes eighteen units for developing leadership, responsibility and self-worth skills, and concepts of students in their first year of high school. Individual units deal with such topics as time management, career goals and expectations, substance abuse, self-preservation, community resources, and using leisure time. sck (544 pages, $115.95)

Career Links: An Employment-Related Mentorship Program for Economically Disadvantaged Teen Girls
Gates, S., Hannah, L., & Minor, D. (1990, June).
Springfield: Illinois State Board of Education.

Written by Women Employed Institute staff, this program guide is designed for social service agencies, educational institutions, and others interested in an employment-related mentorship program for economically disadvantaged young women and girls. Career Links, initially funded by the Illinois State Board of Education, is a program which pairs Chicago girls, aged fourteen to eighteen who are at risk of dropping out of school, with successful working women who serve as role models and provide advice, support, and encouragement to help the girls move toward economic self-sufficiency. The guide includes a description of Career Links, the steps followed in developing and carrying out the program, and suggestions on how to conduct sessions between the mentors and mentees. Sample forms and letters are included in the appendix. ztb (34 pages, available for loan)

East Central Curriculum
Coordination Center
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6375
(800) 252-IVCC

The Complete Theory-to-Practice Handbook of Adult Literacy: Curriculum Design and Teaching Approaches
Soifer, R., Crumrine, B., Honzaki, E., Irwin, M., Simmons, B., & Young, D. (1990).
New York, NY: Teachers College Press.

This book offers guidelines for curriculum design and teaching approaches for adult education programs that are broader and more interactive than many existing programs for undereducated adults. The authors describe ways in which classes can be organized and lessons developed around the specific needs and interests of adult learners rather than around pre-packaged materials. Using this whole language approach, attention is given to reading and writing, GED, and computer awareness. Support and practical suggestions are provided for teachers who believe that an adult education program must be based on current meaningful topics and be carried out in ways that respect students, actively involving them in learning meaningful content. The book identifies a structure in which adults acquire lifelong abilities and enhanced self-esteem.

This theory-to-practice handbook will be useful to teachers of adult programs in community education,

Teachers College Press
P.O. Box 2032
Colchester, VT 05449
(802) 878-0315 in (in VT call
collect)
(800) 445-6638

business or industrial settings, as well as to administrators and education advisors of these programs. sck (232 pages, $17.95)

Coordinated Vocational Academic Education (CVAE) Secondary Curriculum Guide (Grades 9-12)
Georgia Department of Education, & Georgia Southern College. (1990).
Ellijay, GA: Vocational Education Curriculum Center.

The CVAE Program is a support program for disadvantaged students in all Georgia secondary vocational programs. Disadvantaged students, including limited-English speaking populations and migrant populations unable to succeed in a regular vocational program without special support, are enrolled in both a vocational program and CVAE. The program emphasizes necessary competencies for occupational entry and relies on collaboration among math, English, CVAE, and vocational instructors to reinforce basic skills for school and work.

This curriculum guide was developed to assist local school system personnel in meeting requirements of the statewide curriculum. The guide promotes a unified effort to develop and utilize competency-based vocational curricula that reflect the needs of business, industry, and the community. The incorporation of general employability skills and the inclusion of broad concepts of work, careers, and family into an occupational skill-building curriculum are also emphasized.

The guide provides terminal and enabling objectives, learning activities, instructional materials lists, and estimated hours for each instructional setting. The appendices include sample teaching calendars, daily lesson plans, sample interlocking activities, information on the identification of students who are disadvantaged, keys to working with potential dropouts and disadvantaged youth, information on criterion-referenced testing, student competencies required by the statewide curriculum act, quality core curriculum for CVAE, Georgia Basic Skills Tests, and suggestions for evaluating the course. sck (Order No. CG-CR-178/89, 416 pages, $10.00)

Vocational Education
Curriculum Center
North Georgia Regional
Educational Services
Agency
Route 3, Box 232-A
Ellijay, GA 30540-9380
(404) 276-1111

Coordinated Vocational Academic Education (CVAE) Related Vocational Instruction Program (RVIP) Training Manual for Special Needs Coordinators
Cheshire, B. (1989).
Statesboro, GA: Georgia Southern College and Georgia Department of Education.

Vocational Education
Curriculum Center
North Georgia Regional
Education Services
Agency
Route 3, Box 232A
Ellijay, GA 30540-9380
(404) 276-1111

Designed for local special needs coordinators, academic team members, and vocational instructors, this training manual provides an overview of the CVAE program and related components. It contains separate sections on the following components related to the CVAE program: definitions of and identification methods for students who are disadvantaged, at-risk, or who have disabilities; methods for teaching and counseling CVAE students; key factors in program organization and planning; descriptions of the collaboration process and team members' roles and responsibilities; integrating vocational and academic education; sample series of basic vocational and academic skills students need to master; interrelated manuals for language arts and math teachers; vocational assessment, career development, and transition; CVAE curriculum; remediation and vocational and academic skills relating to language arts and math; Vocational Opportunities Clubs of America; documentation of student progress; and dropout prevention. Also included are sections describing how to set up a CVAE Resource Center, a list of recommended language arts and math resources, and a step-by-step outline for the special needs coordinators. sck (203 pages, $15.00)

Going Places: An Enrichment Program to Empower Students
Eldred, C., Biley, D., Christiansen, B., Crane, W., Takashima, B., Van Gelder, N., Walker, J., & Baca, C. (1991).
Newton, MA: WEEA Publishing Center.

Education Development Center
WEEA Publishing Center
55 Chapel Street
Newton, MA 02160
(617) 969-7100
(800) 225-3088

This semester-long curriculum is designed to increase the self-esteem; leadership skills; and communication, decision-making, and problem-solving abilities of eighth- and ninth-grade students who are at risk of dropping out of school. Based on the San Diego "Seek Out Success" model, the curriculum addresses the specific needs of potential dropouts through enrichment and hands-on group learning, as well as concentrating on the learning styles of girls from diverse racial and ethnic backgrounds. Through a program of personal discovery and skills development, this program helps students find the reasons to stay in school.

The primary goal of the curriculum is to ensure student graduation from high school. The six objectives are to increase students' self-esteem; provide at-risk students, particularly females, with leadership skills; increase the employment awareness and potential of students, particularly females of color; maximize a successful transition to high school; reduce absenteeism; and involve parents.

This manual includes procedures on implementing such a curriculum, and provides lesson plans and supplemental activities for eighteen weeks (five lessons a week) of the course. Materials to be copied for handouts, and sample letters and evaluation forms to be used with students and parents are also included. ldi (431 pages; $32.00, plus $4.00 shipping)

Learning in Adulthood: A Comprehensive Guide
Merriam, S. B., & Caffarella, R. S. (1991, April).
San Francisco, CA: Jossey-Bass.

Jossey-Bass
350 Sansome Street
San Francisco, CA 94104
(415) 433-1767

The current demand to meet the learning needs of adults in education and industry is unprecedented. In response, a vast array of adult learning programs, agencies, and personnel such as literacy programs, professional education, counseling, and health care agencies have emerged to accommodate adults' needs for lifelong learning. Yet because of the extreme diversity of settings and purposes, from learning ESL and on-the-job training to graduate coursework, the literature of the adult learning field is diffuse. In this book, the authors provide a concise yet comprehensive guide to the current literature and research on adult learning, helping practitioners and scholars in every facet of the adult education field better understand and respond to the learning needs of the adults they serve.

The key factors of learning in adulthood are examined, including the context in which learning takes place, the learner, and the learning process. An analysis is presented on how adult life, learning institutions, and such societal factors as the economy, demographics, and technology shape what an adult wants and needs to learn. sck (400 pages, $27.95)

The Mentor Handbook
Weinberger, S. G. (1990).
Norwalk, CT: Educational Resources Network.

Educational Resources Network
18 Marshall Street
Norwalk, CT 06854
(203) 853-6847

This handbook has been created to serve as a guide for individuals engaged in one-to-one relationships in mentoring programs. It includes mentor roles, responsibilities, strategies that have worked, and techniques to use for effective programs. It was designed to assist mentors in their work as "role models" and "trusted friends."

The forms and ideas in the handbook are based on the Mentor Program in Norwalk, Connecticut; the author serves as Director of Public Affairs and Adopt-A-School for the Norwalk, Connecticut, Public Schools. This effort began first as a pilot between one company and one school in 1986. Today, every elementary and middle school in Norwalk is involved in mentoring relationships with adult volunteers from the community. Students are improving self-esteem, attendance, and the desire to stay in school.

The handbook is filled with very basic, practical information with numerous checklists, tips, and steps to follow in beginning, implementing, and evaluating a mentor program. Also included are sample forms: Sample Recruitment Letter, Mentor Profile, Mentor Agreement, and Mentor Evaluation Form. ldi (31 pages, $6.50)

Planning Instruction for Adult Learners
Cranton, P. (1989).
Middletown, OH: Wall and Emerson.

Wall and Emerson
P.O. Box 8686
Middletown, OH 45042-8686
(416) 467-8685

Written for instructors of adults in any setting, including university or college, industry or business, and evening or leisure courses, this book presents a teaching model for the adult learner. It begins with an introduction and discussion of the principles of adult learning and presents separate chapters on identifying the audience, writing objectives, sequencing instruction, developing the instructional strategy, evaluating learning, evaluating the instruction, and identifying future issues in adult education. sck (224 pages; $24.95, plus $3.00 for postage and handling)

Skills for Job Success
McCombs, B. L., & Brannan, L. (1991, June).
Baltimore, MD: Educational Press.

Educational Press
Department 9001
P.O. Box 32382
Baltimore, MD 21208-8382
(301) 561-5912

Success on the job is highly dependent on a person's ability to interact appropriately with others, including supervisors, co-workers, and customers. Adolescents, young adults, and individuals re-entering the work force may lack these skills, leading to unsuccessful experiences in the world of work. This curriculum helps students develop job social skills by focusing on accepting criticism and asking for help. These two key areas can lead to job success, and their absence can lead to job failure. This program contains a series of instructional, diagnostic, practice, and motivational activities and consists of four phases of instruction: (1) introduction, (2) situation lessons, (3) role playing situations, and (4) on-the-job training. Not only do the simulations address critical social skills, they also address the needs of students with poor reading skills (materials are written at a fourth-grade reading level). The program is adaptable to a wide variety of student needs, abilities, and ages.

The Skills for Job Success program consists of twenty-seven student, nonconsumable workbooks—three introductory lessons, twelve accepting criticism workbooks (three different levels) and twelve asking for help workbooks (three different levels). Each book is designed for independent student work. An individual Teacher's Lesson Guide accompanies each of the twenty-seven workbooks. The Teacher's Guide provides lesson objectives, instructions, additional group and individual activities, a student tip sheet, and a lesson quiz reviewing the skills learned in that lesson. (These sheets are blackline masters and are reproducible.) The Teacher's Resource Manual provides clear directions for the implementation and administration of the program and includes reproducible activity worksheets, enabling the teacher to use this program as a supplemental reading activity. sck ($1199.99, complete class kit; items are also sold separately)

Teaching Disadvantaged Students: Successful Strategies in Career-Vocational Education
Nemko, B., Feichtner, S. H., Lee, C., Kiesling, M., McGowan, J. H., & West, L. L. (1990, October). Rohnert Park, CA: Sonoma State University, California Institute of Human Services.

Sonoma State University
IMPACT Programs Project
California Institute on Human
Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

The purpose of this resource guide is to disseminate strategies that can improve the success of disadvantaged students in the classroom. These strategies will assist career-vocational educators in providing students with the skills wanted by employers, and increase their effectiveness in teaching disadvantaged and LEP students. Although this publication is directed toward disadvantaged students, the strategies will be effective with other special populations.

The newly developed California Model Curriculum Standards and Program Frameworks in career-vocational education which reflects the emphasis on vocational-academic integration as mandated by the 1990 Perkins Act is outlined in detail. The guide also includes an overview of the educational problems of disadvantaged students (including LEP students) with general suggestions based on current research, on how to increase their achievement; strategies to promote successful school to work transition through career awareness, career exploration, employability skills training, and work experience education; specific strategies to improve students' performance in reading, writing, mathematics, problem solving/critical thinking, and oral and nonverbal communication skills with examples in all vocational subject areas; teaching strategies and support services that should be provided to ensure the success of disadvantaged students in career-vocational education; and descriptions of programs that show promise for providing quality vocational education to all students. A list of resources and references accompany each chapter. The information presented is very specific and designed to be of practical value to classroom teachers and their supervisors. sck (153 pages, $16.50)

Transition for Disadvantaged Students
McCarty, T., & Hess-Grabill, D. (1990, June). Macomb, IL: Curriculum Publications Clearinghouse.

Curriculum Publications
Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917
(800) 322-3905

Directed toward improving the transition process for students who are academically or economically disadvantaged or LEP, this manual addresses the following questions: What does transition for disadvantaged students mean? How is the transition process initiated? What are the components and focus activities of transition? What guidelines can be used to assess transition program and activity effectiveness? and What can existing transition show about effective transition? Several secondary and postsecondary model programs from the state of Illinois are highlighted. sck (133 pages, $15.00)

Work Force Literacy Skills for Jobs 2000
Margulies, S. (1990).
New York, NY: Educational Design.

Educational Design
47 W. 13 Street
New York, NY 10114
(212) 255-7900
(800) 211-9372

This two-book reading series offers remedial reading skill texts on job-related topics to introduce students to an array of reading and communication skills required in the world of work. Book 1 is targeted to middle school and junior high students with slight to moderate reading difficulties as well as high school and adult learners with major reading difficulties. Book 2 is aimed at the high school or adult learner about to enter the job market. The author has identified fourteen reading/communication skills necessary for successful employment and has targeted the instruction for those skills. sck (192 pages, $13.10)

Youth Mentoring: Programs and Practices (Urban Diversity Series No. 97)
Flaxman, E., Ascher, C., & Harrington, C. (1988).
New York, NY: ERIC Clearinghouse on Urban Education.

ERIC Clearinghouse on Urban Education
Box 40, Teachers College
Columbia University
New York, NY 10027
(212) 678-3433

Is mentoring a way to help disadvantaged youth stay in school, go on to higher education, and develop work-related skills? The recent proliferation of mentoring programs suggest that this may be so. But, as the authors point out, the power of mentoring depends on its place among other interventions and its unique ability to solve the problem being addressed. This book provides a comprehensive review of mentoring knowledge. It considers all the components of a mentoring program—based on existing projects for youth, experience in organizations and businesses, educational and psychological theory, and recorded evaluations—and reports that planned mentoring should be considered a "modest intervention." Nevertheless, it can be a useful one, and this book provides the information that can help administrators, practitioners, the community, and parents develop a program best able to meet the needs of at-risk students.

A companion volume, *Mentoring Programs and Practices: A Representative Bibliography* (1988), provides abstracts of forty key articles, papers, and books on the subject. sck (61 pages; $8.00, $3.00, companion volume)

COMPREHENSIVE SUPPORT SERVICES

Adult Career Counseling: Resources for Program Planning and Development
Vetter, L., Hull, W. L., Putzstuck, C., & Dean, G. J. (1986).
Bloomington, IL: Meridian Education Corporation.

This book examines advantages of a comprehensive systems approach to delivery of career development for unemployed adults, analyzing the needs of displaced homemakers, adults with disabilities, limited-English proficient (LEP) adults, and incarcerated individuals. It is intended as a source of information for counselors and assessment specialists in service provider agencies who are involved in the career development of adults, especially adults who are unemployed. The planning needs of client groups are discussed, along with a general systems model for adult career counseling programs. Examples are given of forms and activities for the intake, information gathering, decision making, and planning components of the model for adult career counseling programs. Descriptions of seventy-six formal assessment instruments used in adult career counseling programs are provided. The appendix contains instrument type, administration time, reading level, and scoring procedures. mg (317 pages, $34.95)

Meridian Education Corporation
236 E. Front Street
Bloomington, IL 61701
(309) 827-5455

Adult Literacy Education: Program Evaluation and Learner Assessment (Information Series No. 338)
Lytle, S. L., & Wolfe, M. (1990).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

The authors provide information to shape evaluation design, beginning with considerations of adults as learners, concepts of literacy, and educational contexts. Their study examines resources for planning program evaluations, such as surveys, handbooks, instruments, and policy studies, and four approaches to assessment: standardized testing, materials based, competency based, and participatory. Ten critical features of a framework for program evaluation and learner assessment in adult literacy education are presented. sck (80 pages, $8.75)

ERIC Clearinghouse on Adult,
Career, and Vocational
Education
Center on Education and Training
for Employment
Ohio State University
Publications Office, Box F
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

Adults with Disabilities: How To Get Your GED Diploma
American Council on Education. (1990).
Washington, DC: GED Testing Service.

The different types of testing accommodations that are available are described in this brochure, along with the documentation that is needed, and who must approve these accommodations. sck (no charge)

GED Testing Service
American Council on Education
One Dupont Circle
Washington, DC 20036-1163

Career Planning for Adult Probationers: An Educational Resource Handbook for Probation Officers
Office of Specialized Vocational Research, Department of Specialized Educational Development, Illinois State University. (1989, January).
Macomb, IL: Curriculum Publications Clearinghouse.

This handbook describes strategies for coordinating career planning for adult probationers. It includes resources and models that will better coordinate career planning efforts among probation officers, community college adult education programs, and other relevant community agencies.

The four major sections of the handbook address probation and education linkages, vocational assessment, individualized career plans, and agencies and resources. The last section constitutes the bulk of the handbook. Adult Education, The Department of Commerce and Community Affairs, The Department of Employment Security, The Department of Public Aid, The Department of Rehabilitation Services, financial aid, Illinois Community Colleges and Universities, and Veteran's Affairs are discussed in this section. Several sample forms are included. mcw (188 pages, $15.95)

Curriculum Publications
Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917
(800) 322-3905

Combating the School Dropout Problem: Proactive Strategies for School Counselors
Walz, G. R. (1989).
Ann Arbor, MI: ERIC/CAPS Publications.

This book contains a synthesis of the literature on the school dropout problem. It identifies the critical role counselors can play in addressing issues involved with at-risk students and describes effective counseling interventions. An ERIC computer search is also included. sck (106 pages, $8.95)

ERIC/CAPS Publications
2108 School of Education
University of Michigan
Ann Arbor, MI 48109-1259
(313) 764-9492

Dropout Prevention: What We Have Learned
Peck, N., Law, A., & Mills, R. (1989).
Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

ERIC Counseling and Personnel
Services Clearinghouse
University of Michigan
School of Education
Room 2108
610 E. University Street
Ann Arbor, MI 48109-1259
(313) 764-9492

This monograph explores the interventions that counselors can use to prevent school dropouts. The authors identify factors related to dropping out of school, describe the characteristics of successful programs, suggest roles for school counselors, and make recommendations for preventing dropouts and improving schools in general. (50 pages, $8.95)

ETS Tests of Applied Literacy Skills
Kirsch, I., Jungeblut, A., & Campbell, A. (1990, October).
Westwood, NJ: Simon and Schuster Workplace Resources.

Simon and Schuster Workplace
Resources
P.O. Box 1230
Westwood, NJ 07675-9855
(800) 223-2336
(800) 223-2348

As a testing and assessment tool to use in general and workplace literacy settings, these tests draw on experience gained in the National Assessment of Educational Progress (NAEP) of twenty-one- to twenty-five-year olds. They are designed for pretesting and posttesting and measure both proficiency and progress in general and workplace literacy settings. They assess functional skills that adults use in everyday life and work and are free of all grade-level comparisons.

The Prose Literacy test measures the ability to read and interpret materials such as newspaper articles and books. The Document Literacy test measures the ability to use information from maps, charts, forms, and the like. The Quantitative Literacy test measures the ability to use arithmetical operations to interpret and use numeric information found in such materials as sales ads. The tests are available in two forms (which contain different test items but measure the same thing) and in various configurations in each of the three test areas. Also available is an Administration and Scoring Manual and a Technical Manual. sck (Prices range from $5.25 to $118.15, depending on which configuration is purchased.)

Measures for Adult Literacy Programs
Jackson, G. (1990).
Washington, DC: Association of Community Based Education and the ERIC Clearinghouse on Tests, Measurement, and Evaluation.

ERIC Clearinghouse on Tests,
Measurement, and Evaluation
3333 K Street, NW, Suite 200
Washington, DC 20007
(202) 342-5060

This guide reviews sixty-three different commercial testing and assessment instruments for literacy and adult education programs, describing for each its characteristics, author, purpose, administration, reliability, validity, availability, price and source from which it is available, and its strengths and weaknesses. The tests included measure reading, math, writing, oral English proficiency, affective program outcomes, and critical thinking skills. The guide can be used to select a testing instrument for a specific setting or purpose, as a source of ideas for designing alternate testing approaches, or as a starting point for research on the subject. sck (200 pages; $19.50, plus $5.00 for shipping and handling)

National Career Development Guidelines
National Occupational Information Coordinating Committee. (1990).
Portland, OR: Northwest Regional Educational Laboratory.

Northwest Regional Educational
Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
(503) 275-9500

This comprehensive set of career development guidelines for career guidance professionals has been created by the National Occupational Information Coordinating Committee in a nationwide initiative to foster excellence in career development programs, kindergarten through adult. The guidelines use a competency-based approach to identify desired outcomes of comprehensive career guidance programs for participants at each developmental level; they also identify personal competencies needed by counselors to deliver quality programs and outline organizational capabilities necessary for state and local organizations to strengthen and improve career development programs. The guidelines focus on building students' and adults' career "competencies"—their abilities to understand the world of work and to find their place in that world. These competencies are organized around three categories: (1) self-knowledge, (2) educational and occupational exploration, and (3) career planning. The set includes a Trainer's Manual; State Resource Handbook; and Local Handbooks for the following: community and business organizations, postsecondary institutions, high schools, middle/junior high schools, and elementary schools. sck ($10.90 each; $68.80 for entire set of seven handbooks)

BEST COPY AVAILABLE

Promoting Success with At-Risk Students: Emerging Perspectives and Practical Approaches
Kruger, L. J. (Ed.). (1990).
Binghamton, NY: Haworth Press.

Strategies to prevent school-related problems among at-risk students are featured in this book. Guidelines for the development and assessment of approaches to identify at-risk behaviors are presented as well as intervention and prevention techniques proven successful in dealing with students who display at-risk behaviors. This book is designed to assist school personnel in the use of behavior self-management techniques, individualized contingency contracts, peer tutoring and cooperative learning, tactics for reducing academic anxiety, and time management techniques for both teachers and students. Guidelines are also included for promoting parental involvement in education, preventing student crises and discipline problems, and fostering positive relationships between at-risk students and faculty, staff, and other students. sck (276 pages, $34.95)

Haworth Press
10 Alice Street
Binghamton, NY 13904-9981
(800) 342-9678

School-to-Work Transition for At-Risk Youth (Information Series No. 339)
Feichtner, S. H. (1990).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

The purpose of school-to-work transition is to help youth develop the skills and attitudes needed to secure and maintain employment and an adult lifestyle, help that is especially critical for youth at risk. The transition process as described by the author must include a wide range of articulated services and systematic procedures for prescribing appropriate individual assistance and for tracking information. A number of program and service barriers that compound the societal barriers faced by at-risk youth are identified. A review of major policy concerns and research needs concludes with recommendations for the training of case management personnel, systematic and comprehensive services, and the development of a computerized management information system. sck (80 pages, $8.75)

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
Ohio State University
Publications Office, Box F
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

Supplemental Services Resource Guide
Hartley, N., & Lehmann, J. (1988, October).
Fort Collins: Colorado State University, Vocational Special Needs School of Occupational and Educational Studies.

Colorado State University
Vocational Special Needs
School of Occupational and
Educational Studies
Fort Collins, CO 80523
(303) 491-6316

This guide was developed to establish guidelines for the effective development, implementation, and management of a successful Supplemental Services program serving students who are disadvantaged, LEP, and disabled enrolled in vocational education programs. It provides an overview of the necessary components of a supplemental services program, including recommended practices. In addition, example forms, brochures, and lists of materials and community resources are included to assist in the development and operation of the program. Since duties and programmatic services are similar at the secondary and postsecondary level, the contents of this resource guide apply to both levels unless stated otherwise, as in the program implementation chapters. The chapters include an overview of Supplemental Services, definition of terms, legislation, coordinator's role and function, vocational assessment, assessment instruments, secondary program implementation, community resources, postsecondary program implementation, advisory committees, public relations, and program evaluation. This manual is designed both for those who will be starting new Supplemental Service programs and for those Supplemental Service Coordinators who want to enhance their current programs. Examples are included wherever possible to assist the Supplemental Services Coordinator and/or members of the Supplemental Services support team in delivering effective programs within their local school district or community college. (250 pages, $20.00)

Testing and Assessment in Adult Basic Education and English as a Second Language Programs
Sticht, T. G. (1990, January).
Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy.

U.S. Department of Education
Division of Adult Education
and Literacy
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 205-9441

This monograph provides information that can be helpful to practitioners in selecting and using standardized tests in the evaluation of adult basic education (ABE) and ESL programs, as mandated by the Adult Education Act Amendments of 1988. It presents a summary of the Amendments and supporting federal regulations, examines the nature and uses of standardized tests, describes eight commonly used standardized tests, discusses special topics in the use of standardized tests, and lists resource materials. jeb (44 pages, no charge)

Vocational Assessment of Special Students for Vocational Education: A State-of-the-Art-Review (Information Series No. 327)
Peterson, M. (1988).
Columbus: Ohio State University, Center on Education and Training for Employment.

Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in OH)
(800) 848-4815 (out of state)

Weaknesses in the design and implementation of vocational assessment procedures were the driving force behind this review. Improving the assessment process requires more meaningful rating scales, valid and reliable exercises for measuring student performance, better student vocational profiles, more coordination between special and vocational education, and the identification of best practices in vocational assessment. This review clarifies issues on assessment of special needs students, including disabled, disadvantaged, elderly, LEP, incarcerated, and veterans. Considerations are presented based on comprehensive views of vocational assessment to constitute a holistic approach to career development. Guidance counselors, vocational and special education teachers, administrators, researchers, and vocational education evaluators can use this review in making decisions about implementing or improving vocational assessment programs. sck (69 pages, $8.00)

FORMALIZED ARTICULATION AND COMMUNICATION

At-Risk Youth in Crisis: A Handbook for Collaboration Between Schools and Social Services (Vol. 1: Introduction and Resources)
Linn-Benton Education Service District, & ERIC Clearinghouse on Educational Management. (1991, February).
Eugene, OR: Author.

ERIC Clearinghouse on
Educational Management
Editor
University of Oregon
1787 Agate Street
Eugene, OR 97403
(503) 346-5044

An introduction to the *At-Risk Youth in Crisis Handbook Series* is presented in this handbook along with a rationale for the series, benefits, how it was developed, and how educators can adapt the handbook to their own communities. In order to be a useful tool, users must collect information about the social service agencies in their own communities and create a personalized community resource section. The steps for adapting the handbook are provided along with summaries of journal articles and research reports on collaboration between schools and social services. sck (58 pages, $7.50)

Community Involvement and Disadvantaged Students: A Review (Report No. 8)
Nettles, S. M., & Greenberg, B. (1990, July).
Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students.

Center for Research on Effective
Schooling for Disadvantaged
Students
Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
(301)338-7570

This review discusses the effects of communities on students who face multiple impediments to succeed in schools. The discussions are woven within a framework that defines the community as an environment whose structure, culture, and involvement processes affect students' efforts to achieve as well as their levels of attainment. Although economic, demographic, physical, and other features are assumed to affect student outcomes, the findings suggest that the effects of community structure are mediated by cultural factors. Evaluations of programs involving community participants indicate that anticipated positive effects on students sometimes occur, but there are negative outcomes as well. The conclusion identifies issues for research on natural and planned community processes.

An annotated bibliography is included describing resources on academic support and mentoring, community action, school and community partnerships, prevention programs, and youth and community service. (38 pages, $6.20)

A Guide for Dropout Prevention: Creating an Integrated Learning Environment in Secondary Schools
Fennimore, T. F., & Pritz, S. G. (1988).
Columbus: Ohio State University, Center on Education and Training for Employment.

Alarmed by a dropout rate approaching thirty percent, schools have developed strategies to maintain standards and retain students. Organized around the topics of implementing a plan for restructuring the school and generating strategies to create an integrated learning environment, this guide focuses on plans aimed at making the school more responsive to student needs and more supportive of student circumstances. The conceptual framework used in developing this guide is the recurrent research theme that in order to reduce the dropout rate, change agents must increase effective interactions among all people involved in the school system and expand the scope of people involved. Methods that can be used to put this notion into practice are explored from which change agents can tailor a dropout prevention plan for their own schools or districts. (157 pages, $13.25)

Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in OH)
(800) 848-4815 (out of state)

Linking Schools with Human Service Agencies
Ascher, C. (1990, February).
New York, NY: ERIC Clearinghouse on Urban Education.

The importance of coordinated service delivery to students and their families is the focus of this digest. Common barriers to collaboration are addressed. Recommendations for educators seeking to develop collaborative links with other service providers to meet the needs of K-12 students are included. mcw (2 pages, no charge)

ERIC Clearinghouse on Urban
Education
Box 40
Teachers College
Columbia University
New York, NY 10027
(212) 678-3433

Planning for State Solutions to the Problems of Youth At-Risk: The Consortium on Education for Employment Initiatives for Dropout-Prone Youth
Jibrell, S. (1988).
Washington, DC: National Governors' Association, Training and Employment Program Center for Policy Research.

This paper is a product of a national demonstration project involving four national organizations and Arkansas, Illinois, Michigan, and Wisconsin in policy development to change the way schools and other

National Governors' Association
Hall of the States
444 N. Capitol Street, Suite 250
Washington, DC 20001-1572
(202) 624-5300

youth service agencies interact on behalf of at-risk youth. It describes the policy development activities of the four state demonstration projects, and focuses on coalition building and planning for systemic change. The paper is intended to serve as a resource for states that embark on similar initiatives toward increasing the school and subsequent labor market success of dropout-prone youth. It presents a set of programmatic elements of an effective strategy to reduce the barriers to achievement for at-risk youth. (29 pages)

School-Community-Business Partnerships: Building Foundations for Dropout Prevention
Bucy, H. H. (1990, April).
Clemson, SC: National Dropout Prevention Center.

This publication was developed to provide businesses with practical and easily implemented ways to meet the needs of local schools in the area of dropout prevention. It gives an overview of the problems of at-risk youth, strategies designed to address those problems, and techniques with instructions for structuring and maintaining a community partnership of business and industry, civic organizations, educators, parents, and students. It also includes a list of references and additional resources. jeb (43 pages, $8.00)

National Dropout Prevention Center
Publications Department
Clemson University
Clemson, SC 29634-5111
(800) 443-6392 (out of state)
(800) 868-3475 (in SC)
(800) 656-2599

Schools and Communities Together: A Guide to Parent Involvement
Wikelund, K. R. (1990, September).
Portland, OR: Northwest Regional Educational Laboratory.

Developed to enable schools and communities to utilize the energy and influence of parents and families, this guide presents types of parental involvement, its benefits and barriers to effectiveness. The guide describes the ingredients necessary for collaboration and describes the roles and responsibilities for each player in parent involvement efforts—administrators, teachers, outreach workers, parents, community members, and children. Suggestions are included for implementing successful parent involvement programs, based upon a review of research and on Northwest Regional Educational Laboratory's experiences in conducting a demonstration project in two elementary schools, one urban and one rural. Although the demonstration project was undertaken as an early intervention strategy, the underlying concepts and many of the suggested roles, responsibilities, and activities in this guide are valid

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Portland, OR 97204
(503) 275-9518

and appropriate for middle and secondary schools as well. The guide has been designed for practical use, and the multiple lists of responsibilities and activities may be used as guidelines for program development and as checklists for evaluation. jeb (93 pages, $9.95)

Streamlining Interagency Collaboration for Youth at Risk: Issues for Educators
Guthrie, G. P., & Guthrie, L. F. (1990).
San Francisco, CA: Far West Laboratory.

Far West Laboratory
Publications Department
730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000

This paper offers general guidelines for streamlining interagency collaboration efforts. Schools today are becoming super-agencies, with broad-ranging social service responsibilities placed on already overburdened educators. What is urgently needed is collaboration among all agencies, including schools, to develop a coordinated, case-managed, child-centered system that efficiently serves children and their families. This document offers advice on mapping the territory, surveying the field, and developing a careful plan. sck (14 pages, $6.00)

What it Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services
Melaville, A. I., & Blank, M. J. (1991, January).
Washington, DC: Education and Human Services Consortium.

Education and Human Services
Consortium
Institute for Educational Leadership
1001 Connecticut Avenue, NW,
Suite 310
Washington, DC 20036-5541
(202) 822-8405

This monograph, aimed at state and local education and human services policymakers, administrators, and practitioners, examines why schools, health and welfare agencies, youth services agencies, community-based organizations, and others must effectively collaborate on behalf of children and families. The monograph contains an assessment of current needs for support services; a description of five variables that strongly influence interagency partnerships and selected interagency initiatives; and a working tool for use in interagency partnerships, local needs assessments, and workshops. Appendices list program descriptions and contact information, resources for additional information and assistance, and suggestions for further reading. jeb (55 pages, $3.00)

OCCUPATIONAL EXPERIENCE

Apprenticeship for Adulthood. Preparing Youth for the Future
Hamilton, S. F. (1990).
New York, NY: The Free Press.

Macmillan Publishers
Front and Brown Streets
Riverside, NJ 08375
(609) 461-6500

This draws upon successful systems in West Germany and the United States in explaining how apprenticeships for youth aged sixteen through twenty-one can capitalize upon workplaces as learning environments; create opportunities for mentor relationships to provide important adult roles; and develop the flexibility, dependability, and vocational skills of the future as identified by employers. The author describes an effective apprenticeship as one which contains the following features: (1) exploits workplaces and other community settings as learning environments; (2) links work experiences to academic learning; (3) gives youth constructively ambiguous roles, as, simultaneously, workers with real responsibilities and learners; and (4) fosters close relationships between youth and adult mentors. Apprenticeship is viewed not solely as a preparation for work, but also as a dynamic, supportive transition to adulthood. It provides opportunities for education and training to college-bound youth as well as noncollege-bound youth.

The book includes an overview of the future of youth and work, discusses issues surrounding transition from school to career, describes the history, present and future of vocational and academic education, recommendations for restructuring, and a model American apprenticeship program. Principles involving personalized instruction, performance standards, and integration of community service with vocational education are discussed. jeb (223 pages, $22.95)

Back to Work: Testing Re-Employment Services for Displaced Workers
Bloom, H. S. (1990).
Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

W. E. Upjohn Institute for
Employment Research
300 S. Westnedge Avenue
Kalamazoo, MI 49007
(616) 343-5541

Title III of the Job Training Partnership Act, in effect since 1983, combines immediate re-employment efforts through job-search assistance with longer range strategies to increase human capital through occupational skills training.

In the early 1980s, when Title III began, little program experience or research data existed to help direct and guide this federal initiative. To bridge this knowledge gap, a group at the Texas Department of Community Affairs created the Texas Worker Adjustment Demonstration (TWAD) to study the design, implementation, impacts, and costs of these displaced worker programs.

This book documents the results of the TWAD, a rigorous, random assignment field experiment. With the Economic Dislocation and Worker Adjustment Assistance Act of 1988, state and local governments again must consider new program initiatives, based on minimal guidance and a modest research base. This study contributes specific, useful information and may stimulate further innovative testing of program options. sck (192 pages, $13.95)

The Benefits of Secondary Vocational Education for Young People with Disabilities: Findings from the National Longitudinal Transition Study of Special Education Students (Paper Presented to the American Education Research Association, Chicago, IL, April 1991).
Wagner, M. (1991, April).
Menlo Park, CA: SRI International.

SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
(415) 326-6200

This study questions whether the potential benefits of vocational training are realized by students with disabilities, both in school and in the first years after high school. Using data from the National Longitudinal Transition Study of Special Education Students, the author reviews the extent to which students with disabilities attending regular secondary schools were involved in vocational education and describes the intensity of course-taking and aspects of the content of their vocational education.

Findings on enrollment; the content, amount, and placement of the vocational education class; as well as important variations by grade level, gender, and ethnic background in vocational education experiences, suggest that secondary school vocational education holds potential for positive school performance and postschool outcomes for students with disabilities. The study included the relationship between vocational education and transition outcomes and examined school performance (attendance, grades, and persistence in school) and postschool outcomes (enrollment in postsecondary vocational or trade school and paid employment). Despite these benefits, the author warns that vocational education enrollment is not the answer for all students with disabilities. Students should be given opportunities to take courses that could enable them to pursue a college education or further postsecondary training. She suggests occupationally oriented vocational training should be an option available to students with disabilities, but decisions as to whether a given student participates in such training must take into consideration the interests, abilities, and aspirations of that student. ztb (66 pages, $10.00)

Case Studies for Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs
Grubb, W. N., Brown, C., Kaufman, P., & Lederer, J. (1990, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

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46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

This report is an appendix to *Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs* (MDS-063). It presents case studies of coordination efforts among vocational education, JTPA, and welfare-to-work programs in Georgia, Illinois, Massachusetts, Minnesota, Tennessee, Washington, and selected California SDAs. Descriptions of various programs, their content, administration, and funding are included, with emphasis on coordination and partnerships. While they emphasize coordination that takes place at the local level, they also describe state policy related to coordination. jeb (MDS-214, 113 pages, $5.00)

Does Training Work for Displaced Workers? A Survey of Existing Evidence
Leigh, D. E. (1990).
Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

W. E. Upjohn Institute for Employment Research
300 S. Westnedge Avenue
Kalamazoo, MI 49007
(616) 343-5541

For more than twenty-five years, the federal and individual state governments have provided retraining programs to ease the labor market adjustments required of workers directly or indirectly displaced from their jobs by a mass layoff or a plant closing.

This study examines nine different demonstration projects and operating programs to determine how well public retraining programs for displaced workers fulfill their roles. The book attempts to answer the following questions regarding government training assistance for displaced workers: Do some types of training work better than others? Do some groups of workers benefit more from training than others? To the extent that training improves re-employment prospects, does it work by increasing post-training wage rates or by reducing the duration of employment? and Referring specifically to vocational training, how do we know what to train workers to do?

The answers to the research questions will be useful for state and federal government officials responsible for designing, implementing, operating, and monitoring displaced worker programs. sck (120 pages, $9.95)

From Welfare to Work
Gueron, J. M., & Pauly, E. (1991, September).
New York, NY: Manpower Demonstration
Research Corporation.

Manpower Demonstration
Research Corporation
Publications Department
Three Park Avenue
New York, NY 10016
(212) 532-3200

Highlighted in this book is a synthesis of programs and services targeted at public assistance recipients through the 1988 Family Support Act. It focuses on the impact and effectiveness of the programs on different welfare populations. This book presents evidence that programs designed to help move welfare recipients into employment have saved substantial local, state, and federal money and produced earnings gains for recipients. sck ($12.95 paperback, $34.95 hardcover, no charge for Summary)

Into the Working World Reports (Minority Female Single Parent Program: Lessons from Research)
Rockefeller Foundation. (1990).
New York, NY: Author.

The Rockefeller Foundation
Equal Opportunity Program
1133 Avenue of the Americas
New York, NY 10036
(212) 869-8500

New findings from a Rockefeller Foundation study spotlight the possible gains from fully integrated programs of education and employment. The findings are important to those developing programs of basic education and employment under the Family Support Act and other auspices. The integrated model focuses on employment training on a specific job, relates basic skills training to that job, and tries to meet the precise needs of the local labor market. The model also pulls together support services for handling such everyday problems as child care, and is designed to boost motivation as it tailors training plans to the individual. The findings are based on a study of four programs, comprising the Minority Female Single Parent (MFSP) Demonstration Project. All four are voluntary programs run by community-based organizations.

The following publications and videos give detailed information about the MFSP program and the women it served. Summary Reports include *Into the Working World* and *More Jobs and Higher Pay: How an Integrated Program Compares with Traditional Programs*. Technical Research Reports include *Local Context and Target Population Program Operations*, *Program Costs*, *Short-Term Economic Impacts*, *Child Care Referral Options*, and *Child Care and Employment Training*. Briefing Papers include *Child Care Challenges for Low-Income Families*, *New Evidence about Effective Training Strategies*, *Literacy and the Marketplace: Improving the Literacy of Low-Income Single Mothers*, and *Planning Employment Services for the Disadvantaged*. Videos include *Si Se Puede* and *Irrefutable Evidence*. Other reports will follow as the evaluation progresses. jeb (no charge)

Iowa Statewide Follow-up Study: Adult Adjustment of Individuals with Behavior Disorders One Year After Leaving School
Sitlington, P. L., Frank, A. R., & Carson, R. (1990, March).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
Patricia L. Sitlington
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176

This is a product of the Iowa Statewide Follow-up Study, a five-year project funded by the Iowa Department of Education, Bureau of Special Education, using EHA Part B discretionary funds. The purpose is to gather data on the adult adjustment of special education graduates and dropouts throughout Iowa. This monograph reviews the adjustments of 130 graduates with behavioral disorders of special education programs and seventy dropouts from the same classes one year after leaving school. Variables investigated in this study include (1) general adult status (e.g., marital status, leisure activities, living situation); (2) employment variables (e.g., percent employed, location, and classification of jobs, wages); (3) types of vocational training at secondary and postsecondary levels; and (4) perceptions concerning selected aspects of the students' high school experiences. All results are reported separately for graduates and dropouts and for students in resource teacher programs versus the more restrictive program models of special class with integration, special class with little integration, and self-contained special class. sck (61 pages)

Iowa Statewide Follow-up Study:
Adult Adjustment of Individuals with Learning Disabilities One Year After Leaving School
Sitlington, P. L., Frank, A. R., & Cooper, L. (1989, December).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
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This monograph is part of the Iowa Statewide Follow-up Study, which is working to determine the adult adjustment of special education graduates and dropouts in Iowa. This study investigated the adult adjustment one year after leaving school of 1,012 individuals labeled learning disabled. Of this group, 911 individuals graduated from special education programs, and 101 individuals dropped out. Results are reported in terms of (1) general characteristics of the sample; (2) characteristics of the employed individuals in terms of rate and location of employment, occupational status, number of hours worked, wage mean, and benefits; and (3) comparisons of employed and unemployed individuals in terms of vocational training and experiences, postsecondary training, and perceptions of usefulness of school. jeb (52 pages)

Iowa Statewide Follow-up Study:
Adult Adjustment of Individuals with Mental Disabilities One Year After Leaving School
Sitlington, P. L., & Frank, A. R. (1989, June).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
Patricia L. Sitlington
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176

As part of an Iowa Department of Education five-year project collecting information on special education graduates and dropouts, this particular study investigated the adult adjustment of six-hundred fifteen individuals with mental disabilities who graduated from special education programs and sixty-two individuals who dropped out. Results are reported in terms of current living situation, marital status, and leisure activities. Of particular concern were variables related to employment and the relation between employment and predictor variables which involved high school experiences that may have affected current employment (e.g., regular and specially-designed vocational education and in- and out-of-school employment). The results are compared with a follow-up study from Vermont of youths classified as mentally retarded. A list of references is included. jeb (39 pages)

**Iowa Statewide Follow-up Study:
Adult Adjustment of Individuals with Mild Disabilities One Year After Leaving School**
Sitlington, P. L., Frank, A. R., & Carson, R. (1990, July).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
Patricia L. Sitlington
Grimes State Office Building
Des Moines, IA 50319-0416
(515) 281-3176

As one product of the Iowa Statewide Follow-up Study, this study investigated the adult adjustment of a statewide random sample of 737 individuals with learning disabilities, fifty-nine individuals labeled behaviorally disordered, and 142 individuals labeled mentally disabled, all graduates of special education resource teaching programs. Results are reported in terms of (1) general status information, such as marital status, living arrangements; (2) information about those competitively employed, such as wages, hours worked per week, and percent of living expenses paid; and (3) comparison of competitively employed vs. unemployed individuals, in terms of high school vocational training and work experiences. Information is also provided on the postsecondary education and training of those interviewed, as well as an overall "successful" adult adjustment. Data is compared across the three disability areas and across gender, where relevant. sck (28 pages)

**Iowa Statewide Follow-up Study:
Adult Adjustment of Individuals with Severe/ Profound Mental Disabilities One and Three Years After Leaving School**
Sitlington, P. L., Frank, A. R., & Carson, R. (1991, April).
Des Moines: Iowa Department of Education.

Iowa Department of Education
Bureau of Special Education
Patricia L. Sitlington
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176

As part of the Iowa Statewide Follow-up Study, this monograph presents information collected through interviews with parents of a statewide random sample of half the graduates/leavers from the Class of 1985 who were labeled severely-profoundly mentally disabled. General status variables included marital status, place of residence, agencies contacted about employment opportunities, financial resources, leisure activities, means of transportation, sources of help in resolving problems, and amount of postsecondary training. Employment variables included location of employment, wages, number of hours worked per week, and job benefits received.

Results indicated that both one and three years after exiting high school all participants were very dependent on others for financial assistance. Recommendations for improving the situation for these individuals include (1) focus the curriculum from the time students enter school on functioning in the community, (2) develop support systems within the community that will enable the individual to function as an adult in community-based settings, and (3) use a systematic transition planning process as part of the Individualized Education Plan to build a bridge between what happens in school and in adult life. sck (20 pages)

Job Training for Women: The Promise and Limits of Public Policies
Harlan, S. L., & Steinberg, R. J. (Eds.). (1989).
Philadelphia, PA: Temple University Press.

Temple University Press
Broad and Oxford Streets
University Services Building
Room 305B
Philadelphia, PA 19122
(215) 787-8787

This book is about the public system of occupational education and job training for women in the United States. It is the first book of its kind—a comprehensive review of the system that places the treatment of women in a historical and political context. Its focus is on education and training for occupations that require less than a four-year college degree, including clerical, service, and blue-collar occupations, where the overwhelming majority of today's working women earn their living. It examines the major public training programs that are aimed at individuals who are entering the labor market for the first time and at workers of all ages who need employment assistance—federal programs for the economically disadvantaged, public vocational education, occupational training in the armed forces, apprenticeship, and employment and training in the welfare system. The book examines women's occupational options within the public training system and assesses the impact of training on women.

The book is divided into five parts: (1) federal training initiatives; (2) targeted groups and program experiences; (3) training for nontraditional jobs; (4) welfare, workfare, and training; and (5) public training for the private sector. Where the availability of data permits, the chapters look at the options and impact of training from multiple perspectives: policymakers, evaluation researchers, educators, employers, society, and the women themselves. sck (575 pages, $22.95)

Job Training Partnership Act: Youth Participant Characteristics, Services, and Outcomes
U.S. General Accounting Office. (1990, January).
Gaithersburg, MD: Author.

U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20877
(202) 275-6241

Identified in this report are five factors that make it more likely for JTPA participants to experience difficulty in the labor market—being a dropout, a member of a minority group, on welfare, a single parent with a dependent child, or without recent work experience. Generally, the more of these characteristics youth have, the greater are their needs for services to assist them in finding and maintaining employment. Out-of-school youth, the focus of this report, comprise sixty-four percent of JTPA youth participants. The services they receive and the outcomes they experience differ significantly from those for in-school youth.

The researchers found that program resources are not being directed to those out-of-school youth who are less job ready and presumably have the greatest need. JTPA requires that services be provided "to those who can benefit from and who are most in need of" such services but does not further define this requirement. The report finds that although JTPA serves youth with a wide variety of characteristics that may reduce their ability to gain employment, it does not target those most in need. sck (56 pages; single copy, no charge; additional copies, $2.00)

The Learning Enterprise
Carnevale, A. P., & Gainer, L. J. (1989, February).
Alexandria, VA: American Society for Training and Development.

ASTD
Fulfillment Department
1640 King Street, Box 1443
Alexandria, VA 22313
(703) 683-8100

This publication, summarizing a portion of the research conducted under a two-year joint project of the American Society for Training and Development (ASTD) and the U.S. Department of Labor, challenges the biases spawned by recent economic history. It points out that by the year 2000, there are likely to be too few well-educated and well-trained workers to satisfy the nation's economic needs. It explains the relationship between job-related learning, individual opportunity, and the competitiveness of employer institutions. Next, it examines the dynamics that link changing skill requirements on the job to training and education. This is followed by a snapshot of the existing and emerging institutions that provide job-related training, or access to it. The next section provides a closer look at the employer-based training and development system, in general, and the differences between small and large employers, in particular. The following and largest section considers job-related education and training in individual occupations. The discussion concludes with recommendations for improving the nation's job-related education and training system. mg (54 pages, no charge)

The Learning Industry: Education for Adult Workers
Eurich, N. P. (1990).
Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Princeton University Press
3175 Princeton Pike
Lawrenceville, NJ 08648
(609) 896-1344

This book looks comprehensively and with fresh perspective on providing needed workplace learning, from the basic skills on up and on a continuing basis, to assure future economic productivity and worker growth. Resources currently available in the U.S. for adult learning are examined, with particular attention to nontraditional education providers and the role of technology. The training needed by workers in skilled trade and technical fields specifically construction, offices and administrative support services, information systems, and automated factory processes, and by managers is discussed. It also examines the educational upgrading needs of professionals. "The forgotten half," groups in the adult population who are not productively employed and who either receive very poor educational services or none at all, is discussed. It also analyzes the purposes and problems of current public and private sector programs in workplace and workforce literacy.

Among the report's conclusions is that "efforts toward interagency coordination in Washington have not worked." It recommends that all federal workforce education and vocational education programs be put under the control of the U.S. Department of Labor. cdb (298 pages; $25.00 hardback, $10.00 paperback)

Managing Workforce 2000: Gaining the Diversity Advantage
Jamieson, D., & O'Mara, J. (1991, April).
San Francisco, CA: Jossey-Bass.

Jossey-Bass
350 Sansome Street
San Francisco, CA 94104
(415) 433-1767

Diversity in the workforce is creating new challenges for American business. Besides ethnic and gender differences, workforce members have vastly different skill and educational levels, physical abilities, ages, cultural backgrounds, lifestyles, values, and needs.

How can organizations make themselves flexible enough not just to accommodate these differences, but to capitalize on them? The authors demonstrate how diversity, far from being a stumbling block, can be a springboard to excellence and high achievement.

This book details how managers in more than eighty organizations are making diversity an asset by adopting innovative policies and practices that bring out the best in individual employees—thereby increasing employee responsibility, loyalty, and creativity, while enabling employees to learn and grow into tomorrow's jobs.

The authors present a six-step procedure for creating a more flexible workplace, with practical advice on how to set goals, pinpoint where changes are needed, and make the transition from "one size fits all" to responsive management. The book also provides tips and insights for building cohesion and synergy among diverse employees. sck (295 pages, $27.95)

Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs
Grubb, W. N., Brown, C., Kaufman, P., & Lederer, J. (1990, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

NCRVE-Materials Distribution
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Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

This report to Congress, the Secretary of Education, and the Secretary of Labor presents an overview of the status of coordination among vocational education and job-related training programs, with emphasis on issues concerning duplication of effort, competition among programs, and effectiveness of programs. Because of the growing importance of welfare-to-work programs in vocational education and job training systems, this report also examines the ways in which emerging welfare programs have been collaborating with educational institutions and existing job training programs. The report describes selected local initiatives, state policies, welfare-to-work programs, and federal policy. Fundamental questions are raised about the future of coordination efforts. The analysis is based on case studies of six states, a sampling of California programs, and eight comprehensive community studies. The appendix, *Case Studies for Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training*

Partnership Act, and Welfare-to-Work Programs (MDS-214), available separately, discusses these programs in detail. The former document includes a list of references. jeb (MDS-063, 75 pages, $4.75)

The Provision of Education and Other Services in State Welfare-to-Work Programs
Figueroa, J. R., & Silvanik, R. A. (1989).
Washington, DC: National Governors' Association, Center for Policy Research.

National Governors' Association
Publications Office
444 N. Capitol Street, Suite 250
Washington, DC 20001-1572
(202) 624-5300

Developed by the National Governors' Association's Center for Policy Research, this is the first of a three-phase report on the examination of state welfare-to-work programs, with emphasis on their educational components. The report, based on a survey mailed to all fifty states, provides practical information on the operational experience of state welfare-to-work programs and, at the national level, enhances both policy development and implementation activities. States in the planning and early implementation of their JOBS program may find the study results most helpful.

The study reveals that state efforts to promote economic self-sufficiency among welfare recipients have provided both the basis for welfare reform and a valuable lesson on program implementation. However, more needs to be done, particularly in meeting new federal participation requirements and in improving data tracking systems for state and national monitoring and evaluation. Some states will require more changes than others and will benefit the most from training and technical assistance. ztb (36 pages, $10.00)

State Welfare-to-Work Programs: Four Case Studies
Figueroa, J. R., & Silvanik, R. A. (1990).
Washington, DC: National Governors' Association, Center for Policy Research.

National Governors' Association
Publications Office
444 N. Capitol Street, Suite 250
Washington, DC 20001-1572
(202) 624-5300

This report, which describes the welfare-to-work programs in New York, Rhode Island, South Carolina, and Washington, constitutes the second phase of a study which aimed to broaden knowledge and examine educational services in state welfare-to-work programs. The four states included in the study were selected to reflect variations among economic conditions, geographical areas, program components, educational services, state funding levels, and Aid to Families with Dependent Children (AFDC) benefit payments. State welfare officials from each state were asked to select two local programs for inclusion in the site visits. These officials were asked to select a rural and an urban site and, to the extent possible, one local area operating the program for some time and one recently beginning operations. Each case study includes information on program administration, service delivery, program components, educational services, child support enforcement, and support services. ztb (72 pages, $15.00)

Training Strategies: Preparing Noncollege Youth for Employment in the U.S. and Foreign Countries (GAO/HRD-90-88)
Frazier, F. (1990, May).
Gaithersburg, MD: U.S. General Accounting Office.

Superintendent of Documents
U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20877
(202) 275-6241

Requested by the Subcommittee on Education and Health and the Subcommittee on Education and Labor from the U.S. General Accounting Office, this report contains information on (1) the weaknesses in the U.S. education and training system for preparing noncollege youth for employment, and (2) foreign strategies that appear relevant to U.S. shortcomings. It also includes policy actions that might be considered by the federal government and by state and local governments.

Researchers found that insufficient attention is devoted to preparing U.S. noncollege youth. There is no national policy to prepare noncollege youth systematically for the labor market. Approaches used by foreign countries that may be relevant for the United States include (1) expectation that students will do well in school, (2) assistance provided by schools and the employment community in the students' transition from school to work, (3) use of competency-based national training standards to certify skill competency, and (4) extensive investment in jobless out-of-school youth to assure them a job or further education and training. ztb (68 pages, no charge)

Transition from School to Work: Linking Education and Worksite Training
Frazier, F. (1991, August).
Gaithersburg, MD: U.S. General Accounting Office (GAO).

Superintendent of Documents
U.S. General Accounting Office
P.O. Box 16015
Gaithersburg, MD 20877
(202) 275-6241

This report examines the benefits and characteristics of high-quality cooperative education programs–those most likely to exhibit the potential for facilitating youth's transition to work—and barriers to expansion.

The United States provides noncollege youth with relatively little assistance for entry to the work force. Apprenticeship is not widely used, nor is it generally a program for youth; the average age of United States apprentices is twenty-nine. However, apprenticeship-type programs, notably cooperative education, do provide United States youth a formal bridge from school to work. Offered in high schools and two- and four-year colleges, cooperative education combines classroom instruction with work experience and on-the-job training related to a student's career goals.

In this study, U.S. Government Accounting Office examined community college and high school programs. About 430,000 high school students were enrolled in cooperative education programs during the 1989-1990 school year.

Both students and employers can benefit from participating in high-quality cooperative education programs. Students attain work orientation, job skills, and often, permanent employment. They are also more likely to stay in school and pursue additional education. Employers gain access to a prescreened pool of employees.

Efforts to expand participation in cooperative education must overcome two major barriers—lack of awareness about programs and a negative perception of cooperative education at the high school level. ldi (52 pages, no charge for the first five copies)

Work-Based Learning: Training America's Workers
U.S. Department of Labor, Employment and
Training Administration. (1989, November).
Washington, DC: Author.

Office of Work-Based Learning
U.S. Labor Department
Room N-4649
200 Constitution Avenue, NW
Washington, DC 20210
(202) 535-0540

The changing demographics in the labor force, international competition, and technological change have made training and retraining of all American workers a national priority. In response to this need, the Employment and Training Administration's (ETA) report proposes eight recommendations aimed at increasing the skill level of United States workers, highlighting the expansion of structured work-based training which incorporates successful features of the apprenticeship concept and strengthening and preserving the basic apprenticeship model.

The ETA's recommendations represent a new thrust for the Labor Department which in past years had concentrated its resources and attention almost exclusively on the needs of hard-to-serve population groups including at-risk youth and dislocated workers. Marketplace circumstances now drive the need for work-based training models. The apprenticeship concept of structured on-the-job training combined with classroom instruction is viewed as an effective model for learning the job skills needed for today's workers. The report details how the apprenticeship concept of work-based learning might be used to enhance the skills for the current work force and to assist youth in their transition from school to a meaningful career path. sck (52 pages, no charge)

GENERAL BACKGROUND LITERATURE CONCERNING AT-RISK STUDENTS

The Adolescent and Young Adult Fact Book
Simons, J., Finlay, B., & Yang, A. (1991, August).
Washington, DC: Children's Defense Fund.

Children's Defense Fund
Publications
P.O. Box 7584
Washington, DC 20077-1245
(202) 628-8787

This report reveals that poverty, lack of education, race, and gender are linked closely to troubling outcomes for youths. It presents key findings on and recommendations for issues about adolescents and young adults and their families—health; education; sexual activity, childbearing, and family formation; employment and income; crime victimization; and substance abuse. sck (164 pages, $13.95)

The Changing Nature of the Disadvantaged Population: Current Dimensions and Future Trends (Report No. 36)
Pallas, A., Natriello, G., & McDill, E. (1989, March).
Baltimore, MD: John Hopkins University, Center for Research on Elementary and Middle Schools.

Center for Research on Elementary and Middle Schools
Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
(410) 516-0370

A definition of the "educationally disadvantaged," the current state of this special population in the United States, the changing conditions of the disadvantaged, and the implications for education are presented in this study. The authors examine the likely course of sociodemographic changes in the disadvantaged population over the thirty-five year period between 1986 and 2020, and how those changes will affect the United States education system during that time.

Five key indicators associated with the educationally disadvantaged are examined in this report—racial/ethnic identity, poverty status, family composition, mother's education, and language background. A child may be considered disadvantaged on the basis of one factor, but would be at greater risk of educational failure if affected by several factors.

The report includes estimates of the disadvantaged population size, geographic distribution, and the projected changes in the characteristics of the school-aged population between 1986 and 2020. The most important factor is the expected increase in both number and proportion of traditionally disadvantaged young people. sck (29 pages, $4.50)

Child Poverty in America
Johnson, C. M., et al. (1991).
Washington, DC: Children's Defense Fund.

This report focuses on trends in child poverty in the United States and the dynamics which contribute to the growth in child poverty. It examines current efforts to deal with child poverty and offers policy recommendations. Data by race and Latino origin is presented. sck (40 pages, $4.50)

Children's Defense Fund
Publications
122 C Street, NW
Washington, DC 20001
(202) 628-8787

Children of Poverty
Reed, S., & Sautter, R. (1990, June).
Bloomington, IN: Phi Delta Kappa.

The demographic, health, social, and educational factors affecting poor children in this country are reviewed in this special report. It examines the impact of poverty on children in public schools and recommends using schools as social service centers as one method of addressing the needs of these children and their families. sck (50 copies, $15.00; 100 copies, $25.00)

Phi Delta Kappa
Special Report Reprints
P.O. Box 789
Bloomington, IN 47402
(800) 766-1156

Dropout Rates in the United States: 1988
U.S. Department of Education. National Center for Education Statistics. (1989, September).
Washington, DC: Author.

This report was prepared in compliance with the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) which mandate that an annual report on dropout and retention rates be prepared for the appropriate committees of Congress. The report focuses on two dimensions of the dropout issue: (1) the extent of the problem and (2) the identification of those students who are most likely to drop out. The introduction provides background information and defines three different types of dropout rates: event, status, and cohort rates. Separate chapters address the two major issues for each of the different types of dropout rates. A fourth chapter presents information about dropouts who return to complete their high school education. A final chapter summarizes the findings, highlighting similarities among the different rates. Additional tables and technical materials are presented in appendices. sck (100 pages, $5.00)

Superintendent of Documents
Congressional Sales Office
U.S. Government Printing Office
Washington, DC 20402-9325
(202) 783-3238

Dropout Rates in the United States: 1989
Kaufman, P., & Frase, M. J. (1990, September).
Washington, DC: U.S. Department of Education,
National Center for Education Statistics, Office of
Educational Research and Improvement.

The National Center for Education Statistics (NCES) collects and publishes information on the condition of education in the United States. The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) mandates that NCES collect and publish data about dropping out of school. One mandate requires that NCES annually report dropout and retention rates for a twelve-month period to the appropriate committees of Congress on the second Tuesday after Labor Day, beginning in 1989. This report was prepared pursuant to that mandate and is NCES' second annual report on dropout rates.

This report presents the data for 1989 on high school dropout and retention rates. It also examines high school completion and graduation rates. A discussion of current, ongoing data collection efforts by NCES that have a direct bearing on the issues of high school dropouts and graduates concludes the report. The first section updates data on two measures—event and status dropout rates—presented in the first annual report. For a third measure—the cohort dropout rate—no new data is available. These rates were reported in some detail in last year's high school dropout report and will not be repeated in this update. The second section of the report discusses the Current Population Survey's data on high school completion and graduation. The third section describes new NCES data collection efforts related to high school dropouts and provides preliminary results on at-risk students from the National Education Longitudinal Study of 1988. At the end of the report, technical appendices provide a discussion of the statistical methodology used in this report and also present standard errors for all estimates. sck (58 pages, no charge)

NCES
U.S. Department of Education
1200 19th Street, NW
Washington, DC 20208-1401
(202) 254-7361

Dynamics of Secondary Programs Assisted Under the Carl D. Perkins Act
Weber, J. M., & Puleo, N. F. (1988).
Columbus: Ohio State University, Center on Education and Training for Employment.

This document describes results from a nationwide study of vocational (and nonvocational) classrooms and programs. Information is provided for planning and developing vocational programs, curricula, and instruction.

Results of this nationwide study answer twenty-six questions based on the following thirteen major educational policy issues: access and equity, adult training, articulation, at-risk students, basic skills, career guidance, currentness of vocational curricula, equipment and materials, economic development, institutional characteristics, JTPA/CBO-vocational education linkages, teacher education, and transferable and higher-order skills.

This study involved in-depth observations of 893 classrooms in 120 schools across the country. Thus, the publication contains brief summaries of survey data gleaned from a broad spectrum of schools, classrooms, school personnel, and students. National data on the content and processes surrounding the delivery of vocational-technical education was collected for use in assessing and describing the dynamics of high school vocational programs. Topics addressed are instruction in vocational classrooms, variations in vocational classrooms/programs across different types of institutions, and needs of at-risk students in vocational classrooms. References are included. mcw (49 pages; $4.75, $29.95 for a package of 10)

Center on Education and Training
for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in OH)
(800) 848-4815 (out of state)

An Examination of the Delivery of Postsecondary Occupational Education to Disadvantaged Populations
Hollenbeck, K. (1988).
Columbus, OH: Center on Education and Training for Employment. (ERIC Document Reproduction Service No. ED 304 545)

An analysis of data from a broad national survey of postsecondary occupational education institutions was used to determine (1) the demographic and educational characteristics of two at-risk groups—individuals with limited educational achievement and individuals with physical disabilities, (2) the educational programs in

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7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
(800) 443-ERIC

which these two groups are currently engaged, and (3) the support mechanisms that institutions offer the groups. Self-reported data was used to identify the two groups. The analysis found that members who are academically disadvantaged and disabled differ from the average postsecondary student in several ways, but in terms of their current educational pursuits, the differences are minimal. Students in the disadvantaged groups are older, disproportionately male, and from lower income families. Similarly, major differences in high school background exist: the disadvantaged groups had lower grades, were more likely to have pursued the general curriculum, and put less effort into extracurricular activities and homework. Nevertheless, these persons' current grades are only slightly lower than average, they are not any more likely than the average student to have taken developmental education classes, and they have similar attitudes and effort toward their current programs. The study found that on average, postsecondary institutions are serving disadvantaged populations fairly well, but they need to provide more training for their teachers in working with disadvantaged populations. sck (32 pages, $6.40)

Framing Dropouts: Notes on the Politics of an Urban High School
Fine, M. (1991).
Ithaca: State University of New York Press.

State University of New York
Press
P.O. Box 6525
Ithaca, NY 14851
(607) 277-2211
(800) 666-2211

This book is based on the ethnographic research conducted by the author in her role as "the evaluation researcher" of an innovative program at an alternative high school in New York City. She describes her book as follows: "Low-income urban students of color drop out of high school in proportions of 40 to 60 percent. And their exodus is represented as if it were quite natural. This text seeks to unearth those institutional policies and practices that enable, obscure, and legitimate this mass exodus. The text 'frames' a political story of urban dropouts from the vantage of life inside and around a single urban high school, as it tells a particular story about low-income African-American and Latino dropouts and graduates who have themselves been 'framed' by an institution that produces and then justifies majority failure."

The author presents the complexities of urban education combining a narrative structure with a rigorous theoretical discourse that allows the reader to both hear the voices of those involved in the dropout situation as well as to reflect critically on the ideological and material forces that structure the dropout issue as a social problem. ldi (313 pages; $19.95 paperback, $59.50 hardcover)

High Schools with Character
Hill, P. T., Foster, G. E., & Gendler, T. (1990, August).
Santa Monica, CA: The RAND Corporation.

The RAND Corporation
Publication Department
1700 Main Street
P.O. Box 2138
Santa Monica, CA 90406-2138
(213) 393-0411

This study analyzes the function of big-city high schools and addresses how the education of the low-income minority youth in these high schools can be improved. It compares comprehensive (or zoned) high schools, special public magnet schools, and Catholic high schools, identifying school features that motivate low-income children to learn and develop into mature adults. Finally, it suggests how these features can be made more broadly available to urban public high school students.

Section I describes the purpose and process of the study. Section II outlines the importance of improving urban secondary schools and describes the educational problems of inner-city high school students. The third section presents composite profiles of three kinds of schools that were studied–Catholic, special-purpose public, and zoned public–and examines student performance. Section IV analyzes the principal differences among the schools that were studied, highlighting critical similarities and differences in mission, organization, management of student life, curriculum, and instruction. The fifth section addresses the question of generalizability: Can effective features be adapted or reproduced in comprehensive public schools? The final section explores the implications of what was found and shows how school systems can create "focus" schools and assess their effectiveness for disadvantaged students.

Although the study pertained to New York City schools, the results may also apply to high school improvement efforts in any major city intent on making secondary education more effective for inner-city youth. jeb (100 pages, $7.50)

Hispanic Education: A Statistical Portrait, 1990
La Rosa, D. D., & Maw, C. E. (1990, October).
Washington, DC: National Council of La Raza.

National Council of La Raza
Publications Department
810 First Street, NE, Suite 300
Washington, DC 20002
(202) 289-1380

Third in a continuing series of major reports on the educational status of Hispanics from the National Council of La Raza's Policy Analysis Center, this report is designed to provide Hispanic and mainstream community-based organizations, leaders, and policymakers with a "snapshot" or "portrait" of the educational status of Hispanics along with a discussion of the policy implications of these statistics. This analysis uses the most recent available and reliable data on Hispanic educational attainments from such sources as the U.S. Department of Education's National Center for Education Statistics and the U.S. Bureau of the Census.

The report is designed to provide educational status data in a usable and practical format and context. Snapshot summaries are provided of the educational status, attainment, and literacy of Hispanics at various points in the educational pipeline—grades K-12, postsecondary education, young adults, and adults—along with information about teachers and administrators in public and private elementary and secondary schools.

The data and analyses included in this document are designed to help provide a basic understanding of similarities and differences between Hispanics and other major population groups, and within the Hispanic population—an understanding needed by educational policymakers and practitioners in developing programs which meet the specific educational needs of Hispanics in any particular city or region of the country. Such a knowledge base will help prevent the use of "quick fix" or band-aid solutions which ignore Hispanics' educational needs as a whole, as well as differences among Hispanic subgroups. Significant findings include the following: Hispanics are the most undereducated major subgroup in the United States; the educational gap between Hispanics and nonHispanics continues to widen; regardless of the measure used, Hispanics continue to have the highest school dropout rate of any major group; Hispanics represent a growing segment of the school-age population; Hispanic college enrollment and completion are low; and up to fifty-six percent of Hispanic adults can be considered functionally illiterate. sck (114 pages, $15.00)

Improving Outcomes for Students with Special Needs: Integrating Academic and Vocational Education (*TASPP BRIEF*, *2*[1])
Coyle-Williams, M. A. (1990, July).
Champaign: National Center for Research in Vocational Education, University of Illinois, Technical Assistance for Special Populations Program.

NCRVE-TASPP
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

Issues which are critical to improving the academic and economic competitiveness of at-risk youth are highlighted in this *BRIEF*. It also considers the potential of an integrated vocational and academic curriculum. mcw (4 pages, no charge)

A National Study Regarding At-Risk Students
Helge, D. (1990, May).
Bellingham, WA: National Rural Development Institute.

National Rural Development
Institute
Western Washington University
Miller Hall 359
Bellingham, WA 98225
(206) 676-3576

Conducted by the National Rural and Small Schools Consortium and the American Council on Rural Special Education, this study was designed to compare the incidence of various types of at-risk students in rural, urban, and suburban school districts. The study also compared incidences of at-risk students with one or more disabilities. Incidences of various categories of at-risk students at the preschool, elementary, middle, and high school levels were also compared. An at-risk student is defined as one who is involved with one or more of the following circumstances: substance abuse, suicide attempt, depression or low self-esteem; child abuse (physical, emotional, verbal, or sexual); poverty; child of alcoholic or substance abuser; illiteracy; migrant; school dropout; sexually active or pregnant; involvement with crime; minority and poor; or disability.

A primary finding of the study is that rural school respondents estimated higher percentages of children, both disabled and nondisabled, in the at-risk categories. The fact that rural children fared worse than nonrural children in thirty-four out of thirty-nine statistical comparisons in the study merits concern. The analysis suggests that the social and economic strains facing rural students are every bit as serious as those facing inner-city youth. Support services are inadequate and career training and vocational education opportunities may be limited. Other findings regarding differences by at-risk category are presented.

Among the recommendations given for federal, state, and local level entities included in the report are that federal and state governments must recognize the extent to which rural students are at risk. Also, while at-risk students need and deserve academic tutoring, mentor programs, career counseling and vocational education, health and social services, and other support systems, the most basic ingredient to changing the serious problems of at-risk students, their families, and communities can be best affected by consistently enhancing self-esteem. sck ($8.00)

No Place to Call Home: Discarded Children in America
Select Committee on Children, Youth, and Families. (1990, January).
Washington, DC: Author.

House Select Children, Youth,
and Families Committee
385 House Annex No. 2
Washington, DC 20515
(202) 226-7660

This report provides an analysis of conditions in the nation's child welfare, mental health, and juvenile justice systems. It reviews the changes which have occurred in the past decade for children and families involved with these systems. And, in addition to incorporating new data collected by the Select Committee and national projections for out-of-home placements in the 1990s, the report identifies promising programs to prevent unnecessary placement of children away from their families. mcw (227 pages, no charge)

Our Future and Our Only Hope: A Survey of City Halls Regarding Children and Families
Born, C. E. (1989, September).
Washington, DC: National League of Cities.

National League of Cities
Publications Sales
1301 Pennsylvania Avenue, NW
Washington, DC 20004
(202) 626-3000

This report is based on a survey of nearly four-hundred cities undertaken by the National League of Cities' (NLC) Project on Children and Families in Cities between November 1988 and February 1989 to develop a profile of the most pressing urban needs. This survey, done to map city hall interests, involvement, and needs in areas affecting urban families, is one component of the project.

Overall, education ranked third, behind child care and drug abuse prevention, as an area needing more attention. City officials said lack of money hampers their ability to tackle some of the most pressing problems. The survey asked officials to rank the most urgent needs for children at different ages. Dropout prevention was the priority at ages fourteen through eighteen, with teen pregnancy and substance abuse also of major concern. However, only fifteen percent reported major involvement with dropout prevention, while forty percent had no program. Additionally, most reported that they were "unlikely" to address the issue. mcw (118 pages; $10.00 per copy to NLC members, $15.00 per copy to nonmembers)

Rural Students at Risk: Success for Students at Risk
Elliott, J. (1988).
Oak Brook, IL: North Central Regional
Educational Laboratory.

North Central Regional
Educational Laboratory
1900 Spring Road, Suite 300
Oak Brook, IL 60521
(708) 571-4700

Reporting on the findings of a study sponsored by the North Central Regional Educational Laboratory, this study attempts to help meet the need for identifying and describing students in rural schools who are at potential educational risk. Primary factors affecting the educational process in rural schools are geographic isolation and economic decline.

The existing limitations on rural districts suggest that the greatest chance for success will come as a result of a series of collaborative relationships. Rural schools will need to form partnerships with local communities that will maximize the inherent strengths of both, such as community service programs. For many districts, survival and effective education will depend on their ability to consolidate or form partnerships with other districts in order to offer a full range of academic, vocational, and extracurricular opportunities equal to that available in nonrural environments. In order to meet the educational expectations set for them, rural students must be guaranteed the counseling and guidance they need to mediate the factors impinging on their lives.

School districts hoping to achieve educational excellence must be willing to take whatever steps are necessary to improve their capability to meet the needs of all of their students. These steps include improved personal and career counseling for students, parent education, interdistrict cooperation to provide adequate school programs and curriculum, and school-community collaboration to maximize the use of scarce rural resources. mg (21 pages, $6.00)

School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education
Reisner, E. R., & Balasubramaniam, M. (1989, March).
Washington, DC: U.S. Department of Education, National Assessment of Vocational Education.

U.S. Department of Education
Office of Vocational and Adult Education
400 Maryland Avenue, SW
Washington, DC 20202-7241
(202) 205-8981

Conducted as part of the National Assessment of Vocational Education, this study is intended to contribute to the development of federal strategies for improving the delivery of transition services to disadvantaged students enrolled in vocational education. Two issues are examined: (1) the circumstances underlying the school-to-work transition problems of disadvantaged youth, and (2) strategies that school systems have adopted to address these problems.

Problems that limit the disadvantaged youth's labor market success are discussed in the study. Four school districts offering services to transition-related problems were also examined. To encourage more successful school-to-work transitions, while accommodating current diversity in local circumstances and preferences, the study suggests that federal vocational education programming adopt a new priority on improving connections between disadvantaged youth and employers. Program components identified as playing key roles in encouraging the creation of employer linkages with disadvantaged youth include early intervention, availability of tutors, mentors, and advocates, supervised work experience, and placement assistance. ztb (64 pages, price unavailable)

The State of America's Children 1991
Schorr, L. B. (1991).
Washington, DC: Children's Defense Fund.

Children's Defense Fund
P.O. Box 7584
Washington, DC 20077-1245
(202) 628-8787

Providing an analysis of the status of children, youth, and families, this report examines how the country measures up against the National Education Goals in family income, health, child care and development, education, youth development and teen pregnancy prevention, housing and homelessness, and at-risk children and families. It includes descriptions of effective programs and policies; charts and tables showing trends in children's status and federal spending on children's programs; and action agendas for individuals, private groups, communities, states, and the nation. sck (184 pages, $14.95)

The Urban Underclass: Disturbing Problems Demanding Attention (GAO/HRD-90-52)
U.S. General Accounting Office. (1990, September).
Washington, DC: Author.

U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20877
(202) 275-6241

Concern has been mounting about the emergence of an "underclass" in the United States. While there is no universally accepted definition of the term, members of the underclass tend to experience persistent poverty, prolonged welfare dependency, more out-of-wedlock births, and high dropout rates. In addition, there is a greater likelihood that they will either become criminals or victims of crime. Members of the underclass are to be found everywhere in the United States; however, the term is commonly applied to people who are predominantly African American or Hispanic, concentrated in urban neighborhoods. "Poor white" is also a common description of members of the underclass. Some experts speculate that the underclass is growing. This study briefly describes the state of research on defining and measuring the underclass. The central goal of the General Accounting Office's (GAO) work, however, is to summarize what is known about policies and programs that might be useful in developing a strategy for responding to the problems of the underclass. GAO groups these policies and programs into three main groups: (1) those that address the persistent condition of poverty, whether by prenatal and pediatric care or by education and job opportunities; (2) those that emphasize social standards and try to confront problems like drugs, welfare dependency, teen pregnancy, and gang violence; and (3) those that address urban spatial concentration via greater opportunities for people to leave depressed areas or urban development.

GAO concludes that the problems of the underclass require a multifaceted approach involving economic development, criminal justice, health, education, job training, social service, housing, and transportation programs. sck (no charge)

Youth Indicators 1991
Office of Educational Research and Improvement, Programs for the Improvement of Practice. (1991).
Washington, DC: U.S. Government Printing Office.

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402-9325
(202) 783-3238

This report offers a composite picture of American youths and the environment in which they attempt to learn. Its fifty-nine indicators cover topics such as

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teen pregnancy, drug use, family income, family composition, work, arrests, values, and attitudes. Specific education indicators address such areas as enrollment, dropouts, computer use, literacy, and achievement. The report also offers a historical perspective, since many of the indicators contain data dating as far back as 1950. sck (Stock No. 065-000-00446-1, 141 pages, $5.50)

EDUCATIONAL REFORM

An America that Works: The Life-Cycle Approach to a Competitive Work Force
Research and Policy Committee of the Committee for Economic Development. (1990).
New York, NY: Committee for Economic Development.

Committee for Economic
Development
Distribution Division
477 Madison Avenue
New York, NY 10022
(212) 688-2063

A comprehensive framework for examining the relationship between demographic changes and the world of work is presented in this report. It establishes important linkages among social and economic issues that relate to demographic change and sets priorities as the nation adjusts to changing circumstances.

The report identifies the changes taking place in the workforce and the workplace, the problems of poor basic education and work readiness, the need to expand the pool of available workers, and the challenges these issues pose for United States global competitiveness. It also offers positive, constructive, and specific actions that the private and public sectors can take so that our nation and our citizens can benefit from these changes.

Achieving the competitive advantage will require new approaches to education and the management of human resources that emphasize learning, flexibility, and productive participation in work and society throughout the entire life of an individual. The committee believes that through a life-cycle approach, policies can be implemented that will help children reach school healthy and ready to learn, prepare young people for rewarding work and community participation, enable adults to be self-sufficient, and help older citizens remain active and independent. This approach recognizes that investments made at earlier stages of life pay dividends at later stages and that policies helping older workers adjust to changing circumstances help younger workers as well. A two-pronged approach is detailed: (1) make the existing workforce more productive and flexible, and (2) augment the size of that workforce by creating opportunities for underutilized groups of potential workers. These groups include parents with child-care responsibilities, people with limited education and training, people with health problems and disabilities, older workers who might otherwise retire, immigrants, and those working in the underground economy. The report contains the following chapters: demographic trends, investing in children and youth, the education-work connection, making the current workforce more productive, enlarging the labor force, the role of immigration in meeting workforce needs, and the labor force potential of older workers. sck (164 pages, $15.00)

America's Choice: High Skills or Low Wages!
Commission on the Skills of the American Workforce. (1990, June).
Rochester, NY: National Center on Education and the Economy.

National Center on Education
and the Economy
P.O. Box 10670
Rochester, NY 14610
(716) 546-7620

This report documents some disturbing discoveries about the low skills that many of our workers possess, that our employers seek, and that our schools teach. The report argues that the United States is at a crossroads. We can choose either to maintain an economy that relies upon low wages rather than high skills, or we can create high performance work organizations and the high skill levels needed to sustain them. With seventy percent of American jobs expected to require less than a college education by the year 2000, the report calls the development of a high quality American education and training system, closely linked to skilled, productive work, an economic necessity.

Five problems and corresponding recommendations are forwarded to achieve this goal. The problems include (1) lack of clear standard of achievement and motivation to work hard in school, (2) high percentage of dropouts, (3) very small segment of noncollege bound students prepared for work, (4) lack of employer investment into high performance work organizations, and (5) passive public policy on worker training and inefficient training system. Based on intensive research, the report presents five recommendations to the problems. sck (147 pages, $18.00)

At-Risk Students and School Restructuring
Kershner, K. M., & Connolly, J. A. (Eds.). (1991).
Philadelphia, PA: Research for Better Schools.

Research for Better Schools
444 N. Third Street
Philadelphia, PA 19123
(215) 574-9300 (Ext. 280)

The collection of papers in this book asserts that the solution to the at-risk problem demands school changes that are "restructuring"—that only if schools are changed in a broad and powerful way can they truly serve all students. The book defines the concepts and explores component issues. sck (144 pages, $21.95)

Beyond Rhetoric: A New American Agenda for Children and Families. Final Report of the National Commission on Children
National Commission on Children. (1991).
Washington, DC: Author.

National Commission on Children
1111 Eighteenth Street, NW,
Suite 810
Washington, DC 20036
(202) 254-3800

The National Commission on Children proposes an action agenda in this report that flows from a set of guiding principles concerning children's basic needs, parents' roles and responsibilities, and society's obligations. The commission examines issues related to health, education, social support, income security, and tax policy. The report, focusing on the whole child as a developing individual within the context of family and community, presents strategies for strengthening families and improving opportunities for children in the form of a blueprint for national policy. It provides recommendations for ensuring income security, improving health, increasing educational attainment, supporting the transition to adulthood, strengthening and supporting families, protecting vulnerable children and their families, making policies and programs work, and creating a moral climate for children. sck (525 pages, no charge)

Increasing Achievement of At-Risk Students at Each Grade Level (Policy Perspectives Series)
McPartland, J. M., & Slavin, R. E. (1990, July).
Washington, DC: U.S. Department of Education,
Office of Educational Research and Improvement.

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402-9325
(202) 783-3238

This study, part of the *Policy Perspectives* series commissioned by the Office of Educational Research and Improvement, responds to their mission to improve the dissemination and application of knowledge obtained through educational research and data gathering, particularly to education professionals and policymakers. This study examines the status of currently proposed or implemented school programs aimed at increasing achievement of at-risk students in the elementary, middle, and high school grades. Retention in grade, ability grouping and tracking, and special education are studied to see how these structures put up barriers to improving the achievement of at-risk students. Effective programs at the elementary, middle, and high school levels are then analyzed to discover how they remove these barriers or function within them to improve achievement and prevent dropouts. The implications of these findings on federal, state, and local policy are then summarized. A list of programs for at-risk students is provided in the appendix. ztb (36 pages, $2.00)

A More Productive Workforce: Challenge for Post-Secondary Education and Its Partners
National Governors' Association, The College Board, Council for Adult and Experiential Learning, & American Council on Education. (1989, May). Washington, DC: Author.

National Governors' Association
Publications Office
444 N. Capitol Street, Suite 250
Washington, DC 20001-1572
(202) 624-5300

The policy papers contained in this document were prepared as part of a yearlong project on the education and training of the workforce jointly sponsored by the American Council on Education, the Council for Adult and Experiential Learning, The College Board, and the National Governors' Association. The project focused on how state policy can promote fundamental changes in the way workers, firms, and postsecondary institutions deal with the education and training demands of a rapidly changing international labor market. Three broad clusters of issues are addressed in the six policy papers: (1) content and quality of education and training, (2) removing barriers for individual participation in workplace education and training, and (3) removing barriers to the expanded involvement of postsecondary educational institutions in worker education and training. The policy papers contain suggested strategies that state policymakers can embrace as they search for solutions to the economic and educational challenges they face. ztb (192 pages, $20.00)

Reducing the Risk: Schools as Communities of Support (Policy Perspectives Series)
Wehlage, G. G., Rutter, R. A., Smith, G. A., Lesko, N., & Fernandez, R. R. (1989).
Philadelphia, PA: Falmer Press.

Falmer Press
Taylor and Francis Group
1900 Frost Road, Suite 101
Bristol, PA 19007-9925
(800) 821-8312

These authors investigate what can be done to stem the flow of dropouts from American schools. The book is based on a study of fourteen secondary schools which serve at-risk students. The authors describe the schools, examining a wide range of schools successfully serving at-risk youth. They present a theoretical framework for understanding at-risk students and their schools, as well as making recommendations for local and state policymakers. The authors address a broad audience by presenting a mixture of research data, theoretical concepts, practical suggestions, and vignettes for introducing reforms and programs to reduce dropout rates. Topics include an explanation of "at-risk," a historical treatment of this issue, and a discussion of the school's role in becoming a support system for at-risk students. sck (275 pages; $42.00 hardcover, $20.00 paperback)

SCANS Blueprint for Action: Building Community Coalitions
Secretary's Commission on Achieving Necessary Skills (SCANS). (1991).
Washington, DC: U.S. Department of Labor.

In its first report, SCANS defined a common core of skills that constitute work readiness for the jobs of today and tomorrow. As a companion volume, this report is designed to assist schools and workplaces in developing local plans of action to implement the SCANS initiative. It explains implementing the SCANS action plan; building coalitions (networking, roles, outreach, follow-up, community workshops, and local surveys); and utilizing existing resources (Department of Labor Regional Offices, organizational contacts, and relevant publications). The appendix includes examples of successful programs implementing the SCANS initiative. jeb (44 pages, no charge)

Secretary's Commission on
Achieving Necessary Skills
(SCANS)
U.S. Department of Labor
Washington, DC 20210
(800) 788-SKILL

School Climate and Restructuring for Low-Achieving Students
Smey-Richman, B. (1991).
Philadelphia, PA: Research for Better Schools.

This document provides assistance in meeting student needs in the area of school climate, investigating aspects of climate related to school effectiveness. School restructuring may be a solution to effectiveness problems, especially with low-achieving students. Restructuring approaches and sample programs are discussed. An extensive bibliography is included. sck (130 pages, $21.95)

Research for Better Schools
444 N. Third Street
Philadelphia, PA 19123
(215) 574-9300 (ext. 280)

Schooling Disadvantaged Children: Racing Against Catastrophe
Natriello, G., McDill, E. L., & Pallas, A. M. (1990).
New York, NY: Teachers College Press.

This volume assesses the status of disadvantaged children in American society and offers a set of policy recommendations for addressing their educational needs. In Part I the authors begin by describing the various definitions of "disadvantaged" used by researchers and policymakers, linking these definitions to the strategies and policies they imply in efforts to address the problems of the disadvantaged. Part I also includes a sociodemographic profile of the disadvantaged and a projection of changes in that

Teachers College Press
P.O. Box 2032
Colchester, VT 05449
(802) 878-0315 (in VT)
(800) 445-6638

population over the next thirty-five years. Part II is a comprehensive review and evaluation of compensatory education efforts (preschool, elementary, and secondary) over the past twenty-five years. This section also provides an interpretive framework for analysis that groups programs into useful categories and summarizes the features of successful programs. In Part III the authors describe the types of data (at levels ranging from classroom to national) needed by policymakers and practitioners to ameliorate the conditions of the disadvantaged. They also propose a theory-based approach to restructuring schools to make them more responsive to disadvantaged students. The authors conclude by developing the policy implications of the current and future conditions of disadvantaged students in United States schools. sck (272 pages, $17.95)

Vocational Education for Special Populations: Recommendations for Improving State Policy
Phelps, L. A., Wermuth, T. R., & Crain, R. L.
(1991, September).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

NCRVE-Materials Distribution
Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

Three aspects of equity embedded in the Perkins Act are examined: (1) the extent of access which special needs youth and adults have to programs and services, (2) the effectiveness of various programs and services locally received, and (3) outcomes realized by special students participating in vocational education. The examination is accomplished through summaries of recent studies, related evaluative and empirical literature, and data from longitudinal studies. The study gives primary attention to youth who are disabled, disadvantaged, or limited-English proficient (LEP) in secondary vocational education programs.

Conclusions and recommendations for improving state policy are presented. These recommendations should be of interest to policymakers at both the federal and state level as they examine alternatives for implementing the 1990 Amendments to the Perkins Act (P.L. 101-392). The appendix contains brief summaries of the major studies of effective vocational education programs serving students with special needs. sck (MDS-031, 66 pages, $3.25)

What Work Requires of Schools: A SCANS Report for America 2000
Secretary's Commission on Achieving Necessary Skills (SCANS). (1991, June).
Washington, DC: U.S. Department of Labor.

U.S. Department of Labor
SCANS
200 Constitution Avenue, NW
Washington, DC 20210
(800) 788-SKILL

SCANS' first report defines the skills needed for employment and contains proposals for acceptable levels of proficiency. Fundamental changes in the nature of work and the implications those changes hold for the kinds of workers and workplaces the nation must create are described. Five competencies and a three-part foundation of skills and personal qualities that define effective job performance today are identified. mcw (31 pages, no charge)

Workplace Competencies: The Need to Improve Literacy and Employment Readiness (Policy Perspectives Series)
Barton, P. E., & Kirsch, I. S. (1990, July).
Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402-9325
(202) 783-3238

To help education policymakers sort through the uncollated and frequently conflicting information about the urgent issues they face, the OERI's Information Services commissioned a series of policy papers. These papers address those issues most needing attention, as identified by several major policymaking organizations. In order to better inform this critical group of decisionmakers, this paper was developed in response to the concern identified by policymakers about improving literacy levels and about graduating young people who are prepared to function effectively in the modern workplace. It points out that despite national demands to improve the weak literacy skills of young adults, educators and policymakers lack the diverse types of data needed to make changes. The authors put into perspective recent criticisms of United States literacy levels and related workplace competencies. They conclude that all citizens need a broad base of literacy skills transferable to all settings. The challenge is to understand how such skills and knowledge in these several contexts are similar, and how they are different, as part of a critical effort to find ways to promote their development. Recommendations are included on addressing inadequate literacy, expanding measures of proficiency in literacy tasks beyond classroom reading, improving literacy skills in the schools, and improving measures and tools for evaluation. sck (35 pages, $2.25)

ADDITIONAL RESOURCES

1990-91 Chronicle Student Aid Annual
Downes, P. (Ed.). (1991).
Moravia, NY: Chronicle Guidance Publications.

Chronicle Guidance Publications
P.O. Box 1190
Moravia, NY 13118-1190
(800) 622-7284

More than twenty listings relevant to the education of individuals with disabilities are included in this comprehensive listing of financial aid programs. Sources of aid are identified by several descriptors including academic interests, types of assistance (grants, loans, work), and types of programs (essay contests, internships, research, study abroad). A topical publications listing, sources of state aid, and an extensive background on the National Apprenticeship system are included. mcw (431 pages; $19.95, plus 10% for shipping and handling)

A Compendium of What Works for Vocational Educators in Dropout Prevention
Sandoval, G. T. & Pritz, S. G. (Comp.). (1988).
Columbus: Ohio State University, Center on Education and Training for Employment.

Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in OH)
(800) 848-4815 (out of state)

With about one million secondary students dropping out each year, the costs are tremendous for both students and society. Developed to assist vocational educators in planning programs to keep dropout prone students in schools, these materials present an exploration of exemplary programs which can serve as models for educators wishing to plan and implement specific programs to inspire students to stay in school. They are compiled from questionnaires sent to administrators of successful programs and list each program's successful attributes as well as obstacles to success. Each program is described with respect to the following aspects: program name; type of school, school location and size, and school program; vocational education area; target audience, grade level, dropout definition, and at-risk indicator; referral; program description; materials/resources; supporting roles, school personnel, and nonschool roles; program outcomes (quantitative and qualitative); barriers/problems; effects of vocational education; and contact person(s). This compendium is designed to complement other sources in the Dropout Prevention Series and particularly relates to *A Guide for Dropout Prevention: Creating an Integrated Learning Environment in Secondary Schools.* (151 pages, $11.50)

The Complete Directory for People with Disabilities
Mackenzie, L. E. (Ed.). (1991, October).
Lakeville, CT: Grey House Publishing.

Grey House Publishing
Pocket Knife Square
Lakeville, CT 06039
(203) 435-0868
(800) 562-2139

As a resource for anyone needing information on products, resources, programs, and services for disabled children and adults, this directory contains entries about physical and educational aids as well as program guides and available grants. Also, the bibliography directs readers to thousands of outstanding texts. The directory covers assistive devices, associations, books, clothing, computers, education, employment, newsletters and magazines, recreation, rehabilitation, toys and games, and transportation. sck (600 pages, $69.95)

Coordination Guide Book
70001 Training and Employment Institute. (1990).
Washington, DC: Author.

70001 Training and Employment Institute
Attention: Roblyn Anderson
501 School Street, SW, Suite 600
Washington, DC 20024
(800) 274-2005

The *Coordination Guide Books* are a set of state-by-state manuals that provide relevant information about state-administered programs that address the problems of disadvantaged individuals—poverty, low educational achievement, juvenile offenders, homelessness, unemployment, substance abuse, and others. The purpose of the books is to provide information to state and local agencies to enhance coordination activities, foster replication of innovative programs, and inform organizations of available resources. The programs are listed under job training programs, education programs, human services, and juvenile justice. sck ($20.00—please note which state guide you want)

Effective Strategies for Dropout Prevention of At-Risk Youth
West, L. L. (Ed.). (1991, May).
Frederick, MD: Aspen Publishers.

Aspen Publishers
7201 McKinney Circle
P.O. Box 990
Frederick, MD 21701-9782
(800) 638-8437

Practical insights, tools, and techniques needed to meet the myriad challenges of keeping at-risk students in school are presented in this book. It offers a comprehensive model that draws on curriculum, an instructional process, support services, and the learning environment to create positive experiences and a setting where students will graduate and succeed. Chapters include special emphasis on how to use educational content and curriculum, instructional strategies, program planning, teamwork, evaluation techniques, and other parts of the educational process; and key elements of a positive environment, including parents, the community, and postsecondary options. Also outlined are the vocational connection and cooperative learning. sck (304 pages, $44.00)

Effective Strategies for Dropout Prevention: A Dozen Strategies for Dropout Prevention
National Dropout Prevention Center. (1990, March).
Clemson, SC: Author.

National Dropout Prevention Center
Clemson University
Clemson, SC 29634
(803) 656-2599
(800) 868-3475 (in SC)
(800) 443-6392

Designed to serve as an initial guide to state and local school district personnel searching for effective strategies for dropout prevention, this publication lists strategies described as follows: parental assistance and involvement, quality kindergarten programs, concentrated reading and writing programs, individualized instruction, utilization of instructional technologies, mentoring and tutoring, workforce readiness and career counseling, summer enhancement programs, flexible schedules and alternative programs, staff development, school-based management, and community and business collaboration.

In addition to a summary of the program content, a list of "expected benefits," examples of successful programs, and additional resources are included. sck (28 pages, $1.95)

Handicapped Funding Directory (7th ed.)
Eckstein, R. M. (Ed.). (1990).
Margate, FL: Research Grant Guides.

Research Grant Guides
Department 3A
P.O. Box 4970
Margate, FL 33063
(305) 753-1754

More than 1,242 funding sources for programs and services for the disabled are listed in this directory. As a major resource of information for funding sources, it profiles more than 1,242 corporations, foundations, government agencies, and associations that fund programs and services for persons with disabilities. The directory includes guidelines on how to obtain a grant, addresses of state agencies and their directors, and a bibliography of grant funding publications. sck (251 pages; $39.50, plus $4.00 handling)

Mentoring Programs for At-Risk Youth (Dropout Prevention Research Report)
Smink, J. (1990, February).
Clemson, SC: National Dropout Prevention Center.

An overview of the design and potential of mentoring programs for at-risk youth is presented in this report. It summarizes the roles of mentors in dropout prevention and outlines the benefits for mentors as well as students. Brief descriptions of examples of school-based programs, private organizational and community groups, statewide initiatives, and business-sponsored programs are provided, with addresses for further contact. The report lists twelve steps to serve as guidelines for setting up a mentorship program. Also included are sample forms used by Big Brothers/ Big Sisters of America to gather information from volunteers, parents, and students, as well as a suggested format for evaluating a program. sck (32 pages; $5.00, plus shipping and handling)

National Dropout Prevention Center
Clemson University
Clemson, SC 29634
(803) 656-2599
(800) 868-3475 (in SC)
(800) 443-6392

Overcoming Risk: An Annotated Bibliography of Publications Developed by ERIC Clearinghouse
Schwartz, W., & Howley, C. (Eds.). (1991).
Charleston, WV: Clearinghouse on Rural Education and Small Schools.

The first essay categorizes personal, family, and environmental factors that may place children at-risk. He presents demographic data on the distribution and size of the at-risk student population, recommends educational reforms to mitigate the effects of risk, and provides projections of the growth of the at-risk population that underscore the urgent need for remedies.

In the second essay, the authors present a working definition of "risk" and discuss the way in which individual differences influence particular students' responses to risk. This essay includes an examination of questions about the availability and confidentiality of data that bear on the authors' conception of risk.

The second part of the book includes a thirty-five-page annotated bibliography, listed alphabetically by author's name. A subject index assists the reader in locating publications about the areas of interest. ldi (94 pages, $10.50)

Clearinghouse on Rural Education and Small Schools
P.O. Box 1348
Charleston, WV 25325
(800) 642-9120

Papers, Programs, and Technical Assistance Services for Educators of At-Risk Students
Guthrie, L. F., & van Heusden, S. (Eds.). (1989).
San Francisco, CA: Far West Laboratory.

Far West Laboratory
Publications Department
730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000

This document is a joint effort of six regional educational laboratories sponsored by OERI, U.S. Department of Education. Participating staff at the laboratories compiled resource summaries divided into categories—papers, programs, and technical assistance services. Each summary contains a brief description of the resource, key words or descriptors, the population targeted, a contact person, and the name of the laboratory submitting the entry. This document is focused on assisting educators in planning programs to improve learning for at-risk students. sck (102 pages, $10.50)

Partnerships for Youth 2000: A Program Models Manual
Feldman, L. L. (Ed.). (1988).
Tulsa, OK: National Resource Center for Youth Services.

National Resource Center for
Youth Services
202 W. Eighth Street
Tulsa, OK 74119-1419
(918) 585-2986

This resource directory identifies community-level programs in support of youth and their families. Seventy-two programs from across the country are highlighted. The National Resource Center for Youth Services selected programs for inclusion in this directory which demonstrated community, private sector, and volunteer support; effectiveness in dealing with at-risk youth; operational stability; and coordination of local youth services. The directory is intended to provide information about the range of possible programs designed to address local youth needs. mcw (68 pages, no charge)

Quick Reference Guide to School Dropouts (1983-1989)
International Consulting Associates. (1990).
Stockton, CA: Avenue Books.

Avenue Books
840 W. Benjamin Holt Drive
Stockton, CA 95207
(209) 473-4971

Over 380 references on school dropouts are listed in this resource guide, including newspaper and magazine articles, reports, references on the role of business in dropout prevention, specialized references, books, and organizations. Also included are tables showing dropout rates by state, and rankings of states in terms of teacher salaries and per pupil expenditures for education. sck (52 pages, $10.00)

Selected Vocational Preparation Resources for Serving Rural Youth and Adults with Special Needs
Kallembach, S. C., Burac, Z., & Coyle-Williams, M. (1991).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program (TASPP).

NCRVE-Materials Distribution
Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

As educators struggle to provide vocational programming to rural youth and adults, they are faced with unique, multifaceted problems. This resource guide was developed under TASPP in response to this challenge to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others serving rural youth and adults to locate resources.

Print publications, newsletters, journals, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases are included and categorized by the following important issues and strategies: rural education reform, youth at risk, teen parent, transition, support services/programs for adults, and delivery system models. References on rural conditions/rural development and general background literature highlight the demographics and challenges of rural education. This is not intended to be an exhaustive listing of all available resources. Instead, materials are included which are representative of the field. For each entry, an annotation, the price, ordering information, and address (whenever possible) are provided. To avoid duplication, most entries appearing in previous resource guides developed by TASPP concerning relevant rural issues of transition, youth at risk, LEP students , and teen parents were omitted. sck
(MDS-192, 72 pages, $4.50 prepaid)

Selected Vocational Preparation Resources for Serving Urban Youth and Adults with Special Needs
Kallembach, S. C. , Burac, Z., & Coyle-Williams, M. (1991).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, TASPP.

NCRVE-Materials Distribution
Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

Urban education is a critical national issue. Complex problems confront urban education as struggling systems face the difficult challenges of addressing the educational needs of urban youth and adults. Hopes for improving urban schools depend largely on our understanding the needs of youth and adults who populate our city schools. This resource guide was developed in response to this challenge and is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others serving youth and adults in urban settings to locate resources.

Print publications, newsletters, journals, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases are included and categorized according to the following issues and strategies: urban education reform, dropout prevention, teen parent, transition, and support services/programs for adults. References on general background literature highlight the demographics and the challenges facing urban education. This guide lists materials representative of the field, but is not a complete listing. sck (MDS-193, 50 pages, $3.00 prepaid)

A Sourcebook of Organizations, Corporations, and Foundations Which Fund Programs and Activities for At-risk Youth
Crocket, L., Shirley, L., & Swinger, L. (Eds.). (1990, August).
Clemson, SC: National Dropout Prevention Center.

As federal, state, and local governments' revenues decrease, funding for many types of programs for at-risk youth may be decreased. This resource guide suggests considering private corporations and foundations as funding partners in responding to the needs of at-risk youth. It includes a section on strategies for obtaining funding and outlines eight steps for dropout prevention programs to follow. A listing of sixty-nine foundations, corporations, and organizations which have been identified as potential sources of money for dropout prevention programs is provided. The name, address, and telephone number of the organization is listed, including the deadline for proposals. sck (10 pages, $1.50)

The National Dropout
Prevention Center
Clemson University
205 Martin Street
Clemson, SC 29634
(803) 656-2599
(800) 868-3475 (in SC)
(800) 443-6392

Strategies for Dropout Prevention
Guthrie, L. F., Long, C., & Guthrie, G. P. (1989).
San Francisco, CA: Far West Laboratory for
Educational Research and Development.

The first section of this report describes the following five strategies for dropout prevention: involving business, community, and parents; offering alternative schedules and sites; reducing program size; targeting special populations; and providing appropriate services. The second section presents brief descriptions of ten promising secondary school dropout prevention programs. Each of these utilizes strategies which are recommended by the authors. sck (36 pages, $3.95)

Far West Laboratory for
Educational Research and
Development
Publications Department
730 Harrison Street
San Francisco, CA 94107-1242
(415) 5565-3000

Students at Risk: Selected Resources for Vocational Preparation
Kallembach, S. C., Coyle-Williams, M., & Glaeser,
M. (1990, September).
Berkeley: National Center for Research in
Vocational Education, University of California at
Berkeley, TASPP.

TASPP designed this resource guide to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving at-risk students.

It offers its readers resources on at-risk students, including relevant publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases.

Materials listed are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive listing of all available resources; rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. sck (MDS-111, 80 pages, $2.75)

NCRVE-Materials Distribution
Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

Support Services for At-Risk Youth
Perez-Selles, M. E. (1989).
Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

Regional Laboratory for
Educational Improvement
of the Northeast and Islands
290 S. Main Street
Andover, MA 01810
(508) 470-1080

This manual describes programs that employ one of thirteen different school strategies that support and assist students at risk of failing to complete school. The strategies have been categorized as academic support, case management, collaboratives, school mediation, counseling, alternatives to suspension, peer programs, family crisis intervention, programs for non-English speaking students, curriculum enhancers, teacher training, health programs, and alternative school/programs. The manual presents an overview of the problem, a definition of each approach, and a description of forty-one programs which have been identified as successful approaches for schools, teachers, and community agencies use as models in tailoring a program for their particular school community. The major features of each of the programs are presented and contact information is provided, along with a list of selected resources and program descriptions on alternatives in schooling. sck (24 pages, $2.25)

Working it Out: An Anthology of State and Local Performance Management Strategies Designed to Increase Service to Youth at Risk of Chronic Unemployment
U.S. Department of Labor, Region V, Youth Performance Management Task Force. (1989, February).
Waltham, MA: Brandeis University, Center for Human Resources, Heller School.

Center for Human Resources
(CHR)
Heller Graduate School
Brandeis University
60 Turner Street, P.O. Box 9110
Waltham, MA 02254-9110
(617) 736-3770
(800) 343-4705

This resource guide was assembled to help states and localities take advantage of the new federal initiatives to increase services to at-risk youth. Drawing on the experiences of practitioners from the states in the Department of Labor's Region V, the guide identifies ways in which states can expand and improve services to youth through such key state-level policy actions as selecting and setting performance standards, establishing incentive policies, increasing coordination among youth-serving agencies, effectively using discretionary grants, and providing technical assistance.

The guide also provides best practices and policy guidance for the local level on the following issues, based on options from SDAs and program operators in Region V: definitions of at-risk youth and employability, multitiered service delivery systems, youth centered, competency based program designs, contracting methods to encourage high performance, and effective use of RFPs. mcw (57 pages, no charge)

Working it Out: An Anthology of State and Local Performance Management Strategies Designed to Increase Service to Youth at Risk of Chronic Unemployment. Options Papers and Sample Policies
U.S. Department of Labor, Region V, Youth Performance Management Task Force. (1989, February).
Waltham, MA: Brandeis University, Center for Human Resources, Heller School.

Center for Human Resources
(CHR)
Heller Graduate School
Brandeis University
60 Turner Street, P.O. Box 9110
Waltham, MA 02254-9110
(617) 736-3770
(800) 343-4705

This volume was prepared as a supplement to *Working it Out*. Two types of materials are presented in this supplement and are organized by state. These materials are (1) option papers developed by Task Force members on selected issues involved in increasing services to youth and (2) copies of specific policy and performance management documents that have been developed by states and localities in Region V and are currently in use. The reader is referred back to the first *Working it Out* for a more complete discussion of performance management options available for increasing and improving services to youth. (236 pages, $25.00)

Youth At-Risk: A Resource Guide
Morris, R. C. (Ed.). (1991).
Lancaster, PA: Technomic Publishing Company.

Technomic Publishing Company
851 New Holland Avenue
P.O. Box 3535
Lancaster, PA 17604
(800) 233-9936

Solutions to the dropout problem with examples and critiques of successful at-risk programs throughout the United States are offered as suggestions in this guide. It contains ninety short abstracts from the presentations made during a two-day National Conference on At-Risk Youth, February 2-3, 1990.

The abstracts are divided into six sections—understanding students at risk, prevention and reducing incidence of at-risk, changing the system, strategies and programs for working with at-risk youth, utilizing community resources, and facilitating parent involvement. ldi (149 pages, $28.00)

NEWSLETTERS

ABLE

Written for professionals working with slower learners and other marginal students, this quarterly newsletter provides information about current research and application, conferences, workshop training, and educational resources. Articles include applied research methods or practices; specific suggestions for helping students develop self-esteem, social and communication skills, and organizational and study skills; and parental involvement. *ABLE/Insight*, an insert included in the newsletter, is designed to be reprinted for staff development training purposes. sck ($35.00)

Center for Slower Learners
4949 Westgrove, #180
Dallas, TX 75248
(214) 407-9277

Career Opportunities News

Each issue contains information on subjects such as employment trends, free and inexpensive career materials, new reports and books, liberal arts education and careers, minority and women's interests, conferences and other activities, financial aid, and women and careers. Published six times a year, the newsletter would be appropriate for career center and community agency personnel, guidance counselors, placement directors, and others interested in career opportunities. sck ($30.00, $25.00 prepaid)

Robert Calvert, Jr., Editor
Garrett Park Press
Garrett Park, MD 20896
(301) 946-2553

Career Planning and Adult Development Network Newsletter

Written for human resource specialists, career counselors, educators, and researchers, this newsletter provides information on current issues, events, and resources of professional interest about career planning and human resource development. sck (charge included in membership)

Richard L. Knowdell, Editor
Career Planning and Adult
Development Network
4965 Sierra Road
San Jose, CA 95132
(408) 559-4946

CDF Reports

This newsletter provides information about programs, policies, and activities that make a difference for children. It delivers news from Capitol Hill, state legislatures, and communities across America, where people are working for children. It provides facts and data, organizing strategies, access to a national network of child advocates, and the latest developments in child poverty, education, teen pregnancy prevention, child welfare, youth employment, housing and homelessness, and other issues. sck ($29.95/year)

David Heffernan, Managing
Editor
Children's Defense Fund
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787

CDS Report
Summaries of the Center for Research on Effective Schooling for Disadvantaged Students' (CDS) research results on improving the education of disadvantaged students are provided in this newsletter. The summaries concentrate on CDS' major program areas of effective alternatives which schools may use under Chapter I and other compensatory education funding; the direct relevance to federal, state, and local policy on the education of disadvantaged students; effective programs and practices for disadvantaged students in middle and high schools and for language minority children; and key connections between schools, families, and communities to build better educational programs for disadvantaged children and youth. sck (no charge)

John H. Hollifield, Editor
CDS
The John Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
(301) 338-7570

Clipboard
Written for teachers, principals, researchers, district administrators, state education agency personnel, and staff in institutions of higher education, this quarterly publication contains information on twenty-eight to thirty-six products available from regional educational laboratories, research and development centers, and other major organizations across the country. Areas covered in the publication include administration, assessment, evaluation, testing, at-risk students, dropout prevention, curriculum, early childhood education and care, learning, policy, rural education, school improvement and reform, restructuring, social programs, special education, staff development, teacher preparation, teaching, technology, and vocational education, along with parent, community, and business involvement. In addition to an abstract on each product, complete ordering information is included. This publication is available free through the Clipboard Dissemination Program to state education agencies and intermediate service agencies that work with North Central Regional Educational Laboratory (NCREL) as partners in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. sck ($15.00/non-area members)

Stephanie Merrick, Editor
North Central Regional
Educational Laboratory
Clipboard Dissemination
Program
1900 Spring Road, Suite 300
Oak Brook, IL 60521
(708) 571-4700

CONCERNS

Articles on a broad range of education issues and policy concerns are included in this newsletter along with legislative updates and project updates which the Council of Chief State School Officers (CCSSO) funds concerning transition, limited-English proficient (LEP) students, equity, and dropout youth. Articles include an overview of state activities concerning issues such as multicultural education, educational reform, health and social services for youth and families, adult literacy, partnerships, and educational and gender equity and present current legislation and resources. sck (no charge)

CCSSO
Resource Center on Educational Equity
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
(202) 408-5505

Directions in Adult Education

Each issue focuses on an adult learner who has achieved despite the "problem" of being undereducated. The American Association for Adult and Continuing Education and the Correction Education Association have feature articles as well. Topics have included functional literacy, amnesty, the new GED Tests, family literacy, workplace literacy, and other areas pertinent to adult education. sck (no charge)

Ron Lemay, Executive Editor
Margaret Ricke, Publishing Editor
Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
(800) 531-5015

EDUCATION DAILY

Regular features in this newsletter include education policy, funding, legislative updates, and the latest resources. Published every business day, it covers education issues including school administration, court cases and rulings, student aid proposals, vocational and adult education, Chapters 1 and 2 funding, education research appropriations, special education initiatives, workplace literacy programs, education reform, education leadership, and state initiatives on teacher retention. sck ($524.00/year)

Joe McGavin, Executive Editor
Capitol Publications
1101 King Street, P.O. Box 1453
Alexandria, VA 22314-2053
(703) 739-6444 (in VA call collect)
(800) 327-7203

Education Grants Alert: The Weekly Report on Funding Opportunities for K-12 Programs

This weekly newsletter provides information on federal legislation, grant programs and application deadlines, techniques for grant development, proposal writing, and grant administration. Program areas covered include drug abuse prevention, special education, at-risk youth, math and science education, bilingual education, technology, dropout prevention, gifted and talented, parental involvement, humanities, health education, and literacy. Other services provided for a nominal fee include document retrieval and access to a computerized database. jeb ($299.00/year)

Capitol Publications
1101 King Street, P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in VA call collect)
(800) 327-7203

Education of the Handicapped

This independent, biweekly newsletter presents the most current information about federal legislation, regulations, programs, and funding for educating children with disabilities. It covers federal and state litigation on the Individuals with Disabilities Education Act and other relevant laws. It also looks at innovations and research in the field providing updates on how states are implementing various programs. sck ($231.00/year; $10.00/single issue)

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The ERIC File

This biannual newsletter will help individuals more effectively use the ERIC Clearinghouse on Adult, Career, and Vocational Education. It provides information about the clearinghouse's activities, current acquisitions, and materials available free of charge in the fields of vocational, career, and adult education. cdb (no charge)

ERIC Clearinghouse on Adult,
Career, and Vocational Education
Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
(614) 292-4353
(800) 848-4815

Ethnic and Multicultural Bulletin

Activities of projects; opportunities such as scholarships, grants, and special training or institutes; and resources including reports, periodicals, directories, and books are provided in this newsletter which focuses on ethnic and multicultural educational issues. Published three times a year, the newsletter also lists conference, convention, and symposium announcements and other news of interest such as legislation affecting special education issues for culturally and linguistically diverse children. sck (no charge)

Bruce A. Ramirez, Editor
Office of Ethnic and Multicultural
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The Council for Exceptional
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Federal Assistance Monitor

Twice each month, this newsletter provides the latest grant and contract opportunities from the federal government, corporations, and foundations in the areas of higher, local, community, bilingual, minority, special, and vocational education; job training; community development; social programs; housing; and healthcare. Each issue contains information about legislation and regulations; funding availability; amounts; eligibility requirements; application dates; and contact names, addresses, and phone numbers. sck ($239.00/year)

David Kittross, Editor
CD Publications
8204 Fenton Street
Silver Spring, MD 20910
(800) 666-6380

Federal Grants and Contracts Weekly
Designed as a funding resource for grantseekers in education, research services, and training, this weekly newsletter provides information on new grants from federal agencies, as well as from private funding sources. It gives inside information about the best grant opportunities along with other grant programs not widely publicized. Advance notice is provided of how much of the fiscal year budget will be earmarked for programs, including drug abuse, alcoholism, child development, education research, AIDS, mental health, and homeless programs. The newsletter also provides profiles of key agencies and updates on new legislation, regulations, budget developments, and upcoming meetings.

Each month there is a special supplement detailing foundation and corporate funding. Readers have been alerted to private funding opportunities in dropout prevention, international education, AIDS research, health research and development, nutrition education, delivery programs for the elderly, literacy training, and more.

Every grant announcement includes information on the scope of the project; deadline for application; funding amounts available; eligibility requirements; and agency contact names, addresses, and telephone numbers. sck ($329.00/year)

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FRC Report
Published three times a year, this newsletter is designed to introduce and encourage an exchange of ideas about family service programs. It provides model program descriptions, thought-provoking dialogues, reviews of outstanding work in the field, discussions of legislative and policy perspectives, and strategies for raising funds and evaluating programs. Past issues have covered such topics as teen pregnancy and parenting programs, building parent-school partnerships, families of children with special needs, programs for Hispanic families, incarcerated parents and their children, and the family support movement. sck (included in $30.00/year individual membership)

Joan Silvern, Editor
Family Resource Coalition
230 N. Michigan Avenue,
Suite 1625
Chicago, IL 60601
(312) 726-4750

GED Profiles: Adults in Transition
This series of bimonthly reports presents new information about adult learners compiled from a national survey of people who took the General Educational Development (GED) Tests. The series provides an excellent baseline for comparing data at state and regional levels. Information from the series can guide policymakers and program planners in improving services for adults, help employers motivate workers to earn their diplomas, and suggest ways for educators to recruit and retain adult learners in postsecondary education programs. sck ($65.00)

GED Testing Service
American Council on Education
Publications Department
One Dupont Circle
Washington, DC 20036
(202) 939-9385

Into The Future
The changing workforce is the focus of this newsletter. Articles contain information about helping young people with disabilities make the transition from school to work; the mutual benefits to employers and job seekers with disabilities; and support and training in areas such as recruiting, hiring, and accommodating employees with disabilities. sck (no charge)

Arleen D. Kirtland, Editor
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234 N. Washington Street, Suite 200
Rockville, MD 20850
(301) 424-2002

The MAINSTREAM
This newsletter is designed for vocational educators of students who are disabled, disadvantaged, and LEP, and for coordinators of sex equity, single parent/homemaker, and teen parent programs, in addition to special education support personnel. Articles include information about state and federal legislation, teaching techniques and strategies, and state-initiated reports and activities. Also featured are resources, conferences, and successful programs. sck (no charge)

Eleanor Bicanich, Project Director
Special Vocational Education Services in Pennsylvania
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McKeesport, PA 15132
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National Center on Effective Secondary Schools Newsletter
Published in the Fall and Spring of each year, this newsletter provides analyses on research topics such as higher order thinking in the curriculum, programs for at-risk students, the stratification of learning opportunities, the quality of teachers' work life, along with noninstructional influences on adolescents' achievement. sck (no charge)

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National Center on Effective Secondary Schools
School of Education
Wisconsin Center for Education Research
University of Wisconsin at Madison
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National Dropout Prevention Newsletter
Published quarterly by the National Dropout Prevention Network and the National Dropout Prevention Center, this newsletter contains current information about the dropout initiative. It includes successful strategies, effective programs/practices, and current research and resources concerning at-risk youth. sck (included in $25.00 individual membership, $75.00 for educational institution or nonprofit corporation)

Lib Crockett, Editor
National Dropout Prevention
  Center
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 868-3475 (in SC)
(800) 443-6392

OSERS News in Print
This quarterly newsletter reports on the latest initiatives and projects that the Office of Special Education and Rehabilitative Services (OSERS) is funding. Each issue focuses on federal activities affecting people with disabilities and new developments in the information field. sck (no charge)

Jeanne H. Nathanson, Editor
OSERS
Department of Education
330 C Street, SW
Washington, DC 20202-2524
(202) 732-1723 (Voice)
(202) 732-6157 (TDD)

Public Assistance Success: The Self-Sufficiency Bulletin
Twice each month, this newsletter brings the most current news on new and innovative approaches to job training and placement, child care, education, and support services for such at-risk populations as welfare recipients, Job Training Partnership Act (JTPA) clients, persons who are disabled, the homeless, ex-offenders, battered spouses, drug abusers, and teen parents. It provides information on Congress, HUD, Health and Human Services, the Labor Department, and other federal agencies as well as updates on the latest federal policy shifts and funding opportunities. Articles illustrate how policy reforms, legislation, and regulatory changes will affect assistance efforts; how state and local programs can provide child care to self-sufficiency trainees; and how the 1988 Family Support Act relates to self-employment programs and JOBS. sck ($199.00, 24 issues)

CD Publications
8204 Fenton Street
Silver Spring, MD 20910-9935
(301) 588-6380
(800) 666-6380

Report on Education Research
Covering programs and research from around the country, this biweekly newsletter provides information that can be used to improve the programs in schools or districts. It helps track findings on issues of concern: student assessment, minority education, enrollment trends, learning disabilities, education reform, curriculum development and teacher training.

In addition to covering the waterfront in education research news, every issue contains useful synopses of education research reported in obscure journals that

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might not otherwise be read and the latest findings on computer use, testing, reading and writing skills, bilingual education, math and science programs, activities in the research community, federal policy announcements and priorities, and current funding opportunities. Included are contact names, addresses, and phone numbers for follow-up on issues of special interest to the reader. sck ($216.00/year)

Report on the Education of the Disadvantaged
This biweekly newsletter gives pertinent information on Chapter 1, Chapter 2, vocational education, and other federal programs for disadvantaged children. It includes information on subjects related to the education of at-risk children such as parent and community involvement, programs and methods, federal education measures, and staff and supply shortages. Other information includes reports on child nutrition, bilingual education, Head Start activities, major conferences and conventions, along with updates on special services for low-income students, alerts to important civil rights/desegregation news, and updates on the latest publications and reports in the field. sck ($236.54/year, plus first-class or airmail postage)

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The Special EDge
Published bimonthly (September through June) by Resources in Special Education (RiSE), this newsletter's purpose is to provide information concerning activities of and programs and projects sponsored by California Department of Education's Special Education Division. It attempts to cover all the news and issues in California special education including crosscultural special education, infant and preschool, parent/professional training, students with severe disabilities, transition, cooperative learning, and student study teams. A feature in each issue is a list of resources available for loan or purchase through RiSE. sck (no charge, CA subscription; $10.00/out-of-state subscription; $3.00/single issue; $25.00/year)

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Resources in Special
Education (RiSE)
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State Education Leader
This quarterly newsletter reports on key educational issues such as choice, restructuring schools, higher literacy skills, minority achievement, higher education, school finance, and youth at risk. The newsletter monitors policymakers on education issues and highlights emerging trends in education. sck ($15.00/year)

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TASPP Bulletin
The focus of this biannual newsletter is on serving learners with special needs in vocational education. Featured articles address current issues and topics, research, resources, legislation, conferences, and other information of interest to professionals involved in serving students with special needs in programs and agencies at the local, state, national, and international level. sck (no charge)

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The Urban Institute Policy and Research Report
Activities and research of The Urban Institute are summarized in this newsletter published several times a year. The institute investigates the economic and social problems confronting the nation and government policies and programs designed to alleviate such problems. The newsletter includes thorough discussions of current concerns, information on recently completed research, new publications, and essays by Urban Institute analysts on issues of national importance. ztb (no charge)

Susan Brown, Editor
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2100 M Street, NW
Washington, DC 20037
(202) 833-7200

Vocational Training News
This newsletter provides timely, useful reports on the federal JTPA and the Perkins Act. Other areas of coverage include education reform, illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives. sck ($264.00/year)

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WorkAmerica
This monthly newsletter provides the latest news information on employment, education and job training, retraining, workforce quality, workplace literacy, business-education partnerships, and related activities. It also gives reports on successful training programs and news on federal government actions. sck ($30.00/year; $3.00/single copy, plus $1.50 for postage and handling)

Alan Vanneman, Executive
Editor
Marketing and Communications
National Alliance of Business
1201 New York Avenue, NW,
Suite 700
Washington, DC 20005-3917
(202) 289-2910

Workforce Development Strategies
The focus of this monthly newsletter is on serving the education, business, and government sectors concerned with the training and education of America's workforce. Articles provide information on technology trends, human resource development systems, innovative state policies, resources, training trends by specific industries, successful programs and practices, latest research, legislation updates, and upcoming

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conferences. Past issues have covered topics such as skills and the new economy, youth apprenticeship, Tech Prep, integrating vocational and academic education, workplace literacy, and research priorities for vocational teaching. sck ($135.00)

JOURNALS

APPALACHIA
Published by the Appalachian Regional Commission, this quarterly journal covers regional economic development in the thirteen Appalachian states (parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and all of West Virginia). Issues covered in the journal include the latest activities of the commission as well as education, health, childcare projects, and dropout prevention. sck (no charge)

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Appalachian Regional Commission
1666 Connecticut Avenue, NW
Washington, DC 20235
(202) 673-7968

Career Development for Exceptional Individuals
As the official publication of the Division on Career Development, this semiannual periodical is devoted to original contributions to the knowledge of career development for individuals with exceptional characteristics and needs. sck ($20.00/individual, $10.00/single copy)

Council for Exceptional Children
Division on Career Development
1920 Association Drive
Department K 2
Reston, VA 22091-1589
(703) 620-3660

Education and Urban Society
Published quarterly (November, February, May, and August), this journal provides, through theme-organized issues prepared under guest editors, a forum for social scientific research on education as a social institution within urban environments, the politics of education, and educational institutions and processes as agents of social change. sck ($11.00/single copy; $39.00/individual, $110.00/institution)

Gracia A. Alkema, Managing Editor
Corwin Press, Inc.
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Newbury Park, CA 91319-8526
(805) 499-0721

The ERIC Review
Published three times a year this journal is designed to help the education community stay informed of recent research findings and critical trends and issues in education. It is also a tool for announcing important ERIC system developments, programs, new products, and services. Topics have included but are not limited to drug-free schools, literacy, parental involvement, and school readiness. sck (no charge)

Diane Loulou, Managing Editor
ACCESS ERIC
1600 Research Boulevard
Rockville, MD 20850
(800) USE-ERIC

Exceptional Children
This research journal provides readers research studies on the education and development of children and youth who have disabilities or are gifted, articles by authorities in the field of special education, reviews of professional books and films, and discussions of current issues and problems. The journal is published six times a year. sck ($45.00/year, $8.50/single copy)

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Journal for Vocational Special Needs Education
Published three times a year (January, May, and October) by the National Association of Vocational Education Special Needs Personnel, this journal's audience includes vocational and special educators concerned with the vocational education of students with special needs and state departments of vocational and special education. It contains articles pertaining to vocational preparation for students with special needs including teacher preparation, program design, student characteristics, materials and methods modification, community resource development, prevocational experiences, and cooperative work arrangements. sck ($18.00/individual, $6.50/single copy)

Gary Meers, Editor
518 E. Nebraska Hall
University of Nebraska
Lincoln, NE 68588-0515
(402) 472-2365

The Journal of Correctional Education
Published quarterly, articles in this refereed journal pertain to research on relevant educational programs/ practices which focus upon life survival skills for the adult or juvenile offender. sck ($35.00 includes membership)

Correctional Education Association
8025 Laurel Lakes Court
Laurel, MD 20707
(301) 490-1440

Journal of Multicultural Counseling and Development
This quarterly journal is designed for counselors and other mental health professionals who work in multicultural settings such as public school, universities, and community mental health agencies. Issues include multicultural counseling research and reports on application of the latest theoretical ideas and concepts, practical articles written with the "how to" approach, and reports on new models and methods to keep up with worldwide trends that impact the world of counseling. sck ($10.00/individual)

Courtland Lee, Editor
American Association for
Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800 (in VA)
(800) 545-AACD

Journal of Offender Rehabilitation

Published biannually, this journal serves the needs of professionals criminal justice, corrections, and social services. Each issue is devoted entirely to pertinent material dealing with programs and research focusing on key prospects and obstacles involved with the ex-offender returned to the community. sck ($40.00/ individuals; $75.00/institutions; $150.00/libraries; $4.00 sample)

Nathaniel J. Pallone, Editor
The Haworth Press
10 Alice Street
Binghamton, NY 13904-1580
(800) 342-9678

Journal of Postsecondary Education and Disability

Of interest to professionals who provide education and services to postsecondary students with disabilities, this quarterly journal provides in-depth studies of research, issues, policies, and programs in postsecondary education. sck ($30.00/individual)

Martha Ozer, Editor
Association on Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972 (Voice/TDD)

Phi Delta KAPPAN

Published September through June by Phi Delta Kappa (the professional fraternity in education), the KAPPAN's articles, reviews, and news are concerned with educational research, service, and leadership with an emphasis on issues, trends, and policy. Topics covered in past issues include teen pregnancy prevention, at-risk youth, educational reform, the rebirth of vocational education, and Chapter 1 programs. sck ($30.00/individual, $3.50/single copy)

Pauline B. Gough, Editor
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Bloomington, IN 47402-0789
(812) 339-1156

Urban Education

This journal, published quarterly (April, July, October, and January), exists to improve the quality of urban education by making the results of relevant empirical and scholarly inquiry from a variety of fields more widely available. The journal has provided educators, administrators, policymakers, and researchers with insights into the key issues facing the field of education in the cities' schools. sck ($35.00/individual, $108.00/ institution, $12.50/single copy)

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(805) 499-0721

The Urban League Review

Research articles found in this policy research journal of the National Urban League, published semiannually, include the following: articles written with interdisciplinary appeal based on the socioeconomic issues of African Americans, other minorities, and the poor; articles on or related to the making or changing of public policies as well as analyses and discussions

National Urban League
Research Department
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New York, NY 10021
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of how these policies affect the lives of these populations; and articles, special reports, and other features related to sociological, psychological, and economic theories, policies, and practices. Recent journals covered the issues of African-American education and strategies for alleviating teenage pregnancy. sck ($8.00/single copy, $20.00/year)

Vocational Education Journal
Published monthly August through May with combined November/December and January/February issues, the journal includes articles on current issues in vocational education and reports on major employment, technological, and social trends; and provides information on promising practices, programs, and products. All AVA members receive the journal. Subscriptions are provided to student members at no cost. sck ($24.00/nonmember, $3.00/single copy)

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AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

The following agencies, associations, and organizations generally act as an information exchange to interested individuals concerned with educational issues. Technical assistance, professional support, publications, and other pertinent information are available from these groups.

Academy for Educational Development (AED)
AED is an international, not-for-profit planning and consulting organization with offices in Washington, DC, and New York City. Founded to help United States educational institutions develop long-term educational, administrative, and financial plans, AED now works in eighty-three countries in education, communication and information development, telecommunications, health/nutrition, agriculture and population, cultural exchange, vocational and technical training, energy management, and the arts. The School and Community Services Division in New York City has a strong commitment to excellence and equity in education and to developing links between schools and community agencies that increase educational and development opportunities for at-risk youth across the United States. Staff and consultants have extensive experience working with large, urban school systems, community organizations, and foundations and other funding agencies on programs that address critical issues such as dropout prevention, adolescent pregnancy and parenting, literacy, and youth employment and training. sck

Patrick Montesano, Senior
Program Officer
AED
100 Fifth Avenue
New York, NY 10011
(212) 243-1110

American Association for Adult and Continuing Education (AAACE)
AAACE is dedicated to keeping its members abreast of the rapidly changing resources and technologies available in adult learning. AAACE offers professional development tools to meet the growing demand for quality adult learning services, immediate access to the most up-to-date resources and research in the field, advocacy representation at the highest levels of government and a voice in Washington, and leadership/networking opportunities and special interest groups. The association is the leading advocate for public policy issues in adult and continuing education at the federal, state, and local level. Its affiliates host regional, state, and local conferences for practitioners. Members receive the AAACE membership directory; the *Adult Education Quarterly* (a research and theory journal); and AAACE's newsletter, *On-line with Adult and Continuing Educators*. sck

Carolyn Silvan, Assistant Director
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Washington, DC 20036
(202) 463-6333

American Association for Counseling and Development (AACD)

An educational and scientific organization dedicated to the growth and enhancement of the counseling and human development profession, AACD provides leadership training, continuing education opportunities, and advocacy services to its members. It also represents members' interests in other professional associations, before Congress, and with federal agencies. AACD members work in educational settings, from preschool through higher education, in mental health agencies, community organizations, correctional institutions, employment agencies, rehabilitation programs, government, business, industry, research facilities, and private practice. sck

Lauren Scheib, Public Relations Director
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5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800
(703) 370-1943 (TDD)

American Council on Education (ACE)

An independent, nonprofit association, ACE represents all accredited postsecondary institutions as well as national and regional higher education associations. It serves as the major voice in American higher education and as the focus for discussion and decision-making on higher education issues of national importance. It conducts research and analyzes data on American higher education, from enrollment trends to finances. It works with colleges and universities to assist them in such areas as self-regulation, management and leadership, accreditation, adult learners, and minority and women's issues. Through a project called HEATH Resource Center, the national clearinghouse on postsecondary education for individuals with disabilities, ACE provides technical assistance to colleges, universities, and postsecondary programs to help them include students with disabilities. Each year, ACE's Division of Policy Analysis and Research publishes a series of analytical papers. The *ACE Research Briefs* series presents current data and trends on timely postsecondary education issues, as well as their policy implications and emerging trends. Subscriptions are available for one, two, or three years. mcw

ACE
One Dupont Circle
Washington, DC 20036-1193
(202) 939-9300

American Council on Rural Special Education (ACRES)

ACRES addresses the unique challenges of serving rural individuals who are disabled or gifted. Members include special educators, related services staff, administrators, teacher trainers, and parents. ACRES activities include the following: maintaining communications among those associated with rural special education; preparing reports and testimony for

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Congress; facilitating interagency efforts designed to enhance educational opportunities for rural students who are disabled; exploring and disseminating creative service delivery alternatives through national conferences, task forces, resource linkage, newsletters, and other publications; and increasing parent involvement with schools and special-needs practitioners.

Membership benefits include the following: affiliate membership in the National Rural and Small Schools Consortium; subscription to the *Rural Special Education Quarterly*; discounts on the *Journal of Rural and Small Schools*, conferences, and rural employment services; bimonthly newsletter; annual national conference; national task forces; access to rural electronic bulletin board/mail via SpecialNet; resource exchange directories; testimony to federal and state congressional committees; and a national exemplary program awards competition. mcw

American Public Welfare Association (APWA)
APWA is a nonprofit, bipartisan organization of individuals and agencies concerned about the effective administration and delivery of publicly funded human services. Members include all state and many territorial public welfare agencies, more than twelve-hundred local and federal agencies, and several thousand individuals who work in or otherwise have an interest in public welfare programs. The APWA's objectives are to promote the development of sound and progressive national human service policies and to strengthen the professional skills of persons employed in the human service field.

Individual members of APWA support the association's policy agenda and receive the quarterly *APWA News* and *Public Welfare*, APWA's professional journal, as well as reduced rates on APWA's conferences. Agency membership includes, in addition to the benefits of individual membership, a role in determining policy positions of the state and local councils and the annual *Public Welfare Directory*. State agencies also receive the monthly *W-Memo*. sck

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Washington, DC 20002-4205
(202) 682-0100

American Society for Training and Development (ASTD)
As part of this educational society for persons engaged in the training and development of business, industry, education, and government personnel, ASTD's members design and implement employee and

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organization development programs in a broad range of business, educational, government, and service organizations. ASTD holds an annual conference, undertakes special research projects, and maintains an information center which collects and disseminates information relevant to the field. Publications include the *Training and Development Journal*, *Technical and Skills Training* magazine, and *Technical Trainer/Skills Trainer Quarterly* newsletter. mcw

American Vocational Association (AVA)
AVA is a national, professional organization for teachers, supervisors, administrators, and others interested in the development and improvement of vocational education. AVA's mission is to provide educational leadership for the development of a competitive workforce. Association news, legislative information, and issues and trends in vocational education are covered in the *Vocational Education Journal*, provided to all members as part of their membership dues. The *Vocational Education Weekly* newsletter covers legislative and other national news of interest to the field and is available on a subscription basis. mcw

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American Vocational Association/Special Needs Division (AVA/SND)
The general purposes of the AVA/SND are to (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs; (2) offer services to members of the Special Needs Division which will provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations; (3) help members of the Special Needs Division keep informed about trends, plans, policies, and current happenings of the AVA and their implications for the development and welfare of vocational education programs and services; (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for special needs learners; and (5) promote professional relationships with other agencies, organizations, and institutions concerned with learners with special needs. Members receive the *Journal for Vocational Special Needs Education*. sck

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ASPIRA Association, Inc.
This national, nonprofit organization serves Puerto Rican and other Latino youth through leadership development and education. Its offices are located in six states, Puerto Rico, and the District of Columbia. ASPIRA is the oldest and largest Hispanic youth organization in the country, serving over seventeen-thousand youth annually. It directs programs aimed at reducing the dropout rate, encouraging youth to attend college, and facilitating service to the Latino community. A list of publications is available on request. mcw

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Washington, DC 20036
(202) 835-3600

Association for Counselor Education and Supervision (ACES)
An active national division of the American Association for Counseling and Development (AACD), ACES is made up of approximately three-thousand members engaged in the preparation and supervision of counselors and student members who are preparing for such careers. Through the accreditation process and professional development activities, ACES seeks to improve the education, credentialing, and supervision of counselors. Its publications include *Counselor Education and Supervision* and the *ACES Newsletter*. In addition to these quarterly publications, members receive eighteen issues of *Guidepost* and an annual subscription to the *Journal of Counseling and Development*. ACES provides annual conventions, a service listing members' personal qualifications with a placement center, a counselor legal defense service, professional resources, and references available to members. mcw

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(618) 453-2361

Association of Learning Disabled Adults (ALDA)
ALDA is a self-help network of learning disabled adults formed to provide the opportunity for learning disabled adults (eighteen or older) to come together for moral support and to assist each other in developing more efficient ways of dealing with their disabilities. ALDA serves as a model chapter for the nation and provides technical assistance to any learning disabled adult wishing to organize other chapters. ALDA publishes a quarterly newsletter. mcw

Gale Bell
ALDA
P.O. Box 9722, Friendship
Station
Washington, DC 20016
(301) 593-1035

Association on Higher Education and Disability (AHEAD)
AHEAD is a multinational, nonprofit organization committed to promoting full participation of individuals with disabilities in postsecondary education. The association was founded to address the need and concern for upgrading the quality of services available to students with disabilities in postsecondary education. The mission of AHEAD is to provide leadership, focus, and expertise for professionals. This mission is supported by AHEAD's commitment to professional advocacy issues, communication, networking, professional development, training, and research. sck

AHEAD
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972 (Voice/TDD)

Bureau of Apprenticeship and Training
One of the federal government's roles is to encourage and promote the establishment of apprenticeship programs and provide technical assistance to program sponsors. Apprenticeship, authorized by the National Apprenticeship Act of 1937 (P.L. 75-308), is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation.

Apprenticeship programs are operated on a voluntary basis by employers, employer associations, or management and labor groups. The related classroom instruction may be given in the program sponsor's training facility or a local technical school or junior college. Training periods range from one to six years. Most trades require three to four years. Apprentices earn while they learn on the job, at progressive wage rates starting from about half the journeyworker's rate up to ninety-five percent of full pay near the end of their apprenticeship. A few of the skilled trades in which they are being trained are automotive mechanic, baker, bricklayer, carpenter, electrician, machinist, operating engineer, optical technician, painter, roofer, sheet metal worker, structural steel worker, and tool and die maker.

Apprenticeship programs provide equal employment opportunity to all persons regardless of race, sex, ethnic group, or age. Men and women at least sixteen years old are eligible to apply by visiting or writing a local Job Service Office, a local office of the Labor Department's Bureau of Apprenticeship and Training, a state apprenticeship agency, a Joint Apprenticeship Committee, union, or employer engaged in the desired craft. mcw

Bureau of Apprenticeship and Training
U.S. Department of Labor
Employment and Training Administration
200 Constitution Avenue, NW
Washington, DC 20210
(202) 535-0540

Career Planning and Adult Development Network

The Career Planning and Adult Development Network is a professional organization of one-thousand career development and human resource professionals. One of the network's primary objectives is to make its readership aware of current issues, events, news, books, materials, and other resources that would be of professional interest to them. A monthly newsletter and a quarterly journal are available to members. mcw

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Career Planning and Adult Development Network
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San Jose, CA 95132
(408) 559-4946

Cities in Schools, Inc. (CIS)

CIS is a national, nonpartisan, nonprofit organization devoted to dropout prevention. CIS creates public/private partnerships to bring existing human resources and services into the schools, thus addressing the multiple needs (education, social, and economic) of at-risk youth. Currently, CIS operates in more than fifty-eight communities at more than two-hundred seventy-eight educational sites throughout the United States. The *CIS Update* newsletter is available upon request. mcw

Sarah DeCamp, Director of Public Affairs
CIS
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Alexandria, VA 22314-1963
(703) 519-8999
(703) 519-7213

Commission on Adult Basic Education (COABE)

The largest unit of the American Association for Adult and Continuing Education, the COABE is a national organization of adult basic education practitioners. Its purposes are to provide leadership in advancing the education of adults in the lifelong learning process, promote adult literacy and basic education programs, advocate the development and dissemination of publications and research, and conduct and/or sponsor conferences and activities regarding adult literacy and basic education.

COABE sponsors an annual conference. Its major publication, *The Adult Basic Education Journal*, is available only through subscription. Members receive a biannual newsletter. mcw

Connie Eichhorn, President
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Omaha Public Schools
Vocational/Adult Education
3215 Cuming Street
Omaha, NE 68131-2024
(402) 554-6382

Correctional Education Association (CEA)

CEA is a nonprofit, professional association serving educators and administrators who provide services to students in correctional settings. The goals of the CEA are (1) to increase the effectiveness, expertise and skills of its members; (2) to involve its members in an active and supportive network of professionals who are leaders in the field of correctional education; (3) to help increase the quality of educational programs and services through technical assistance as well as

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CEA
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Laurel, MD 20707
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(800) 783-1232

advocacy; (4) to offer timely and practical information to fellow staff members; and (5) to represent the collective interests of correctional education before the government, the press, and the public on national, state, and local levels. CEA publishes professional information and research articles. Its official publications are the *Journal of Correctional Education* and the *CEA Newsletter*, both published quarterly. sck

The Council of The Great City Schools

The Council of The Great City Schools is a membership organization comprised of forty-five of the largest urban public school districts in the United States. Membership is open to urban public school systems which are located in cities with populations over 250,000 or enrollments over 35,000. The council's purpose is to promote the improvement of education in the Great City Schools through research, legislation, advocacy, and special projects.

The council promotes communications among member school districts; between member districts and other school systems; and among members, legislators, and government officials who determine national educational policy direction. The Board of Directors has four standing committees which develop and review policies and programs in the following areas: public advocacy, legislation, special projects, and research. A list of available publications is available upon request. mcw

Samuel B. Husk, Executive Director
The Council of The Great City Schools
1413 K Street, NW, Suite 400
Washington, DC 20005
(202) 371-0163

Designs for Change (DFC)

DFC is an independent, nonprofit children's research and advocacy organization that works for better public schools in Chicago and in other major United States cities. Research reports produced by DFC focus on effective schools, restructuring school system decision making, how low-income students get short-changed by new forms of tracking, and other related topics. DFC also organizes, trains, advises, and supports parents and citizens who work for better schools. mcw

Jean Newcomer
DFC
220 S. State, Suite 1900
Chicago, IL 60604
(312) 922-0317

Division of Adult Education and Literacy (DAEL)

DAEL has overall responsibility for providing a broad range of services for the education of adults, including those who are disabled or limited-English proficient (LEP), and for promoting the development of adult education resources nationally. Its mission is to provide leadership, direction, and assistance for the states to

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(202) 732-2270

improve and expand adult education and literacy services; administer the Adult Education Act (AEA); and advise the Assistant Secretary on policies and programs affecting literacy and lifelong learning.

In addition to administering the AEA, the division identifies national needs and formulates policies, programs, and procedures to meet the educational needs of adults who lack a high school diploma. DAEL establishes and maintains cooperative and consultative relations with federal, state, local, and private educational agencies, organizations, and associations. Annual regional workshops as well as an Annual State Directors of Adult Education Conference are held. DAEL also publishes the *A.L.L. Points Bulletin* newsletter. mcw

Division of Vocational-Technical Education

Winifred Warnat, Director
Division of Vocational-Technical Education
U.S. Department of Education
Office of Vocational and Adult Education
400 Maryland Avenue, SW
Washington, DC 20202
(202) 732-2441

The Division of Vocational-Technical Education provides national leadership in the delivery of quality vocational-technical education programs by assisting states in providing equal access to unserved and underserved populations; giving assistance to states in program improvement, innovation, and expansion; enhancing service delivery of nontraditional providers, such as community based organizations, business and industry, and corrections facilities; and strengthening the capacity of states to offer programs responsive to employment sector needs.

The division administers vocational-technical education programs and provides a broad range of services to states in response to the mandates of vocational-technical education legislation. Services include offering technical assistance in instructional program development, service delivery, planning systems, special support services, financial accounting, program administration, management, and evaluation. The division serves as principal program advisor to the Assistant Secretary on vocational-technical education matters. It maintains liaison with other offices within the department, the National Occupational Information Coordinating Committee, and related professional organizations. The division also develops reports and makes recommendations on vocational-technical education issues and trends. mcw

Division on Career Development (DCD)

An organization within the Council for Exceptional Children (CEC), DCD focuses on the career development of children, youth, and adults of all ages and all exceptionalities. The division focuses on transition from school to adult life as a major component of the career development process. Its primary purpose is to promote the career development of exceptional children, youth, and adults in order to bring about efficient and effective programs of career awareness, exploration, preparation, and transition for individuals of all exceptionalities from early childhood through adulthood.

DCD collaborates with other divisions of CEC and with other organizations on issues related to career development and transition. It also disseminates information on the activities of other divisions and organizations that may interest DCD members.

DCD publishes a newsletter four times a year which provides information about legislation, projects, resource materials, and implementation strategies. The *Career Development of Exceptional Individuals Journal* is published twice a year and carries articles dealing with the latest research activities, model programs, and issues in career development and transition planning. DCD also develops and distributes position papers and other publications on current issues in the field; sponsors an international conference every two years, as well as a strand of sessions at each international CEC conference; sponsors regional and state conferences on career development and transition; and provides current updates to members on major legislation such as the Carl D. Perkins Vocational and Applied Technology Education Act, the Americans with Disabilities Act, and the Vocational Rehabilitation Act. mcw

Bonnie Jones, Chair
CEC-DCD
1920 Association Drive
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(703) 620-3660

Dropout Prevention-Vocational Education Program

The Office of the Assistant Secretary for Vocational and Adult Education has awarded ten demonstration grants, each anticipated to continue for three years. Through these demonstration programs, this office will identify and evaluate specific dropout prevention models that are using vocational education as the impetus for keeping students in school. A listing of the grantees and updates on their activities is available on request. cdb

Kate Holmberg, Dropout
Prevention Program
Officer
U.S. Department of Education
Office of the Assistant
Secretary for Vocational
and Adult Education
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Education Writers Association (EWA)

EWA is the professional association of education reporters. Its purpose is to work for the improvement of education reporting to the public. EWA has more than seven-hundred members in most of the states, Canada, and Puerto Rico. Active members include reporters from print and broadcast media. Associate members include school and college public information officers and other communicators who work for educational institutions and organizations.

Newsletters and other EWA publications focus on educational issues including urban early adolescents, literacy, youth at risk, employment status of young adults, and business/school partnerships. mcw

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EWA
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Foundation for Exceptional Children (FEC)

FEC serves disabled, gifted, and talented children through a variety of national programs, scholarships, small grants, achievement recognition, employment services, and other activities. sck

Robert L. Silber, Executive
Director
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(703) 620-1054

Girls Incorporated

Girls Incorporated (formerly known as Girls Clubs of America) programs are designed to enable girls to achieve responsible and confident adulthood, economic independence, and personal fulfillment. Operation SMART, a national program to encourage the participation of girls and young women in science, math, and relevant technology is a response to the increasing number of jobs requiring backgrounds in math and science and the low percentage of girls participating in these areas. Special populations served through this program include migrant workers, abused women, teen mothers, displaced homemakers, and senior citizens. Programming efforts focusing on adolescent pregnancy integrate sexuality education with family communication, health awareness, and career planning.

All programs developed by Girls Incorporated are researched, analyzed, and evaluated at their National Resource Center in Indianapolis, Indiana. The center contains a library and other research facilities and distributes publications and materials to parents, educators, policymakers, women's groups, and others concerned with girls. mcw

Amy Sutnick, Director of
Communication
Girls Incorporated
30 E. 33rd Street
New York, NY 10016
(212) 689-3700

Hispanic Policy Development Project (HPDP)
This nonprofit organization encourages the analysis of public and private policies and proposals affecting Hispanics in the United States. HPDP supports high-level policy commissions composed of Hispanics and nonHispanics; conferences, seminars, and debates around central education and employment issues; both lay and professional analysis and evaluation of specific policy options; and policy-analysis competitions open to Hispanic and nonHispanic scholars as well as Hispanic organizations. It seeks to bring its findings to the attention of key groups and leaders throughout the United States, and publishes reports, bulletins, and books based on research and data analysis. sck

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HPDP
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Washington, DC 20036
(202) 822-8414

Intercultural Development Research Association (IDRA)
IDRA is a nonprofit research and public education organization dedicated to the principle that all children are entitled to an equal educational opportunity. Since 1973 IDRA has worked toward eliminating the obstacles that minority, economically disadvantaged, and LEP students encounter in schools. IDRA works to promote educational success for students by its involvement in research, curriculum and materials development, training and technical assistance, and information dissemination. *IDRA* is the organization's newsletter.

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IDRA
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Interstate Migrant Education Council (IMEC)
The primary purpose of IMEC is to serve as a forum to help resolve some of the educational difficulties experienced by mobile migrant students by promoting interstate cooperation. IMEC gathers information on major issues facing migrant education to ensure that state and federal policymakers are aware of the special needs of migrant youth. Comprised of members of Congress, state legislators, state and local education officials, and state directors of migrant education, the thirty-four council members and twenty steering committee members represent seventeen states with eighty-five percent of the nation's rural migrant youth. Three meetings of the full council are conducted each year for the purposes of hearing national experts discuss issues affecting migrant education and setting goals and action plans. Staff and subcommittees carry out the goals set by IMEC.

IMEC's Transition from Secondary to Postsecondary Education Task Force seeks to enhance school retention and participation for migrant students in grades six

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and beyond through a variety of activities. The *Migrant Education Report* newsletter details current issues pertaining to migrant education and describes council activities relating to those issues. Other publications generated by IMEC include policy briefs, research reports, and journal articles. mcw

Learning Resources Network (LERN)
LERN is an international membership organization in class programming, providing information and consulting services to organizations offering classes for adults. Weekly and monthly newsletters, seminars, and publications in the adult education field are available through LERN. mcw

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LERN
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(913) 539-5376
(800) 678-5376

Manpower Demonstration Research Corporation (MDRC)
MDRC's mission is to design, oversee, and study programs intended to increase the self-sufficiency of disadvantaged persons. Primarily a research organization, MDRC evaluates existing programs; develops and evaluates new initiatives; provides state and local organizations with technical assistance; and disseminates research findings in publications, conferences, meetings, government testimony, and other settings. They have conducted several major national demonstrations that have tested the effectiveness of programs for welfare recipients, teen parents, school dropouts, and other disadvantaged groups. sck

Judith M. Gueron, President
MDRC
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New York, NY 10016-5936
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(800) 333-MDRC

National Alliance of Business (NAB)
Committed to the building of a quality workforce, the NAB works with private employers, private industry councils, and a variety of state and local public/private partnerships to (1) upgrade the skills and abilities of the existing workforce through workplace learning efforts, (2) improve the output of America's public schools by involving business in education reform and improvement, and (3) train the unemployed and underskilled for entry into the labor force through second chance initiatives.

NAB's Information Services Center collects and disseminates information on topics related to workforce quality. The Special Library on Workforce Quality, located at NAB headquarters and administered by the Information Services Center, is composed of some two-thousand publications, studies, and periodicals on subjects including employment, job training,

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NAB
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education improvement, workplace learning, economics development, and vocational education. NAB also distributes over twenty-five publications and videotapes through the Information Services Center including NAB's own *Work America* newspaper, *Business Currents* (legislative and regulatory newsletter), and *Technical Reports* (analysis of issues related to the JTPA). Publications available for sale address a variety of topics including educational reform, school-business partnerships, JTPA, the Family Support Act of 1988, worker dislocation, job training programs, and transition. mcw

National Association for Industry-Education Cooperation (NAIEC)

Donald M. Clark, President
and CEO
235 Hendricks Boulevard
Buffalo, NY 14226
(716) 834-7047

NAIEC advocates industry-education collaboration in school improvement/reform, preparation for work through career education, and human resource/ economic development at the local and state levels. It is the National Clearinghouse for Information on Industry Involvement in Education.

NAIEC believes that industry has a central role in helping education (public and postsecondary) refocus/ reshape its total vocational and academic program in a coherent, systematic manner so that it is more responsive to the needs (including special needs) of students and employers.

Members receive the *NAIEC Newsletter*, a publication on new developments in industry-education collaboration in school improvement (public/private/ postsecondary) and work/education related programs. Technical assistance in planning, organizing, and implementing industry-education cooperative programs along with activities at the local and state level and opportunities to participate in research and demonstration projects are available. NAIEC sponsors conferences and publishes materials on a variety of topics including industry-education councils, community resources workshops, career/special/ vocational education, school-based job placement, industry sponsored educational materials, educational management, and economic development. NAIEC's Awards Program recognizes accomplishments in industry-education collaboration. mcw

National Association of Returning Students (NARS)
This association serves the nation's seven million adult students before, during, and after their return to postsecondary school. NARS provides members with a newsletter featuring the stories of adult students and listings of resources and financial aid. NARS maintains a data base of study aids and counseling centers. mcw

Laureal Williams, Executive Director
NARS
P.O. Box 3283
Salem, OR 97302
(503) 581-3731

National Association of Vocational Education Special Needs Personnel (NAVESNP)
NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve individuals who are disabled, disadvantaged, or LEP. Its objectives are to (1) serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners with special needs; (2) unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization; (3) promote and maintain active leadership in vocational, career and occupational education; and (4) provide service to members of the association. NAVESNP publications include the *Journal for Vocational Special Needs Education* and the *Newsnotes* newsletter. sck

Sandy Schmitz, President
NAVESNP
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3896

National Basic Skills Consortium (NBSC)
NBSC disseminates information regarding programs and products related to basic skills training. NBSC's mission is to increase the capacity of service providers to enhance the delivery of basic skills training in order to improve the quality of the current and future labor force. It was developed in order to promote the sharing of ideas and information, assist in the transfer of effective programs and materials, and encourage the joint development of new programs and products for use in training adults and youth in need of basic skills instruction. mcw

David E. Barbee, Director
NBSC
Center for Advanced Learning Systems
U.S. Department of Labor
200 Constitution Avenue, NW
Room N-6511
Washington, DC 20210
(202) 523-5600

National Career Development Association (NCDA)
NCDA, formerly the National Vocational Guidance Association, is for professionals or others interested in career development, career counseling or career education programs and practices in a school, business/industry, college, or community setting. NCDA promotes professional growth and development, through a variety of services and benefits designed to

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increase the effectiveness of career development professionals. NCDA publications provide information about current research, innovative programs, resources, professional activities, and legislation. sck

National Center on Education and the Economy

The National Center on Education and the Economy is a nonprofit organization engaged in policy development and human resources. The center's work focuses on the analysis and design of organizational structures and management systems that will enable school districts to produce much higher levels of student performance, attract highly capable school staff, and create an environment in which they can do the best work.

The center sponsored the National Commission on the Skills of the American Workforce, composed of business, union, education, and political leaders. This commission examined economic competitiveness, skill requirements, and skill development systems in the United States and six nations in Europe and the Far East. On the basis of its findings, the commission's report makes recommendations on the steps that must be taken to provide American workers with the skills they need if America is to be able to maintain and improve its standard of living.

Marc Tucker, President
National Center on Education
and the Economy
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Rochester, NY 14614
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National Child Labor Committee

The National Child Labor Committee was organized to provide direct and technical assistance to programs on youth-related issues, including education, job training, and employment. sck

Jeffrey Newman, Executive
Director
National Child Labor Committee
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New York, NY 10036
(212) 840-1801

National Commission for Cooperative Education (NCCE)

Designed for the promotion of cooperative education, the NCCE defines cooperative education as a process which formally integrates a student's academic and/or career interests with productive work experiences in cooperating employer organizations. Through this interaction, students enhance their academic knowledge, persist in the continuation of their education, and improve their personal and professional development. The teaching faculty, cooperative education coordinators, and the employing supervisors all share in the intellectual and personal development of the student. The resulting effect is synergistic, with all of the parties benefiting from the collaborative

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effort. NCCE states that this form of education is advantageous to the student as well as society, employers, and institutions. sck

National Commission for Employment Policy (NCEP)

NCEP is an independent federal agency with responsibility for examining broad issues of development, coordination, and administration of employment and training programs, and for advising the President and Congress on national employment and training issues. (NCEP was reauthorized under JTPA.) NCEP conducts and sponsors research, analyzes and synthesizes study findings, holds public hearings, visits training and employment sites, and publishes an annual report of its findings and recommendations to the President and the Congress. NCEP also publishes special topical and interim reports and study findings throughout the year. NCEP reports are distributed widely within the federal government as well as to state and local governments; the employment and training and education communities; public policy researchers; and the public. sck

Barbara McQuown, Director
NCEP
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National Committee for Citizens in Education (NCCE)

Devoted to improving the quality of public schools through increased public involvement, NCCE provides the resources parents and citizens need to become involved in decision making at the local school level. The committee also trains parents and educators to work constructively together. NCCE provides the following services: a computerized clearinghouse of school-related information accessible to parents, citizens, and educators; technical assistance for local school improvement groups who belong to NCCE's Parents' Network; training sessions for parents, teachers, and school administrators to help them create school-level councils; a direct-mail catalog offering many publications focused on public involvement and school improvement; and a monthly newspaper featuring important school issues for parents and citizens. sck

J. William Rioux, Executive Director
NCCE
900 2nd Street, NE, Suite 8
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(202) 408-0447
(800) NET-WORK

National Council of La Raza (NCLR)

NCLR exists to improve life opportunities for Americans of Hispanic descent. It serves as an advocate for Hispanic Americans and as a national umbrella organization for over one-hundred formal affiliates, community-based groups which serve thirty-two states,

Raul Yzaguirre, President
NCLR
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Washington, DC 20002
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Puerto Rico, and the District of Columbia, and for other local Hispanic organizations nationwide. NCLR works extensively in coalitions with other Hispanic, minority, and mainstream organizations both on specific issues such as education or housing and on broader efforts. Current policy analysis priorities of NCLR include education, language issues, immigration, employment and training, civil rights enforcement, and housing and community development. In addition, special projects address AIDS, Hispanic business ownership, the Hispanic elderly, and teenage pregnancy. NCLR associate members receive quarterly editions of NCLR's newsletter, *AGENDA*; information on new NCLR publications; and a discount rate on NCLR's annual conference. mcw

National Education Association (NEA)

Keith Geiger, President
NEA
1201 16th Street, NW
Washington, DC 20036-3290
(202) 833-4000

As the largest professional and employee organization in the nation, NEA's purposes are "to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States." NEA works for rigorous educational standards, increased funding for education, and full human and civil rights for all educators and students.

NEA members include elementary and secondary teachers, higher education faculty, educational support personnel, retired members, and students who plan to become teachers. Affiliated with the NEA are fifty state-level associations, the Overseas Education Association, and associations in Puerto Rico and the District of Columbia.

Administrative areas in NEA's program structure include instruction and professional development, research, legal services, government relations, human and civil rights, organizational development, communications, membership records, special services, employee relations, business and finance, and data processing. NEA professional library materials, available through catalogue order, offer both the latest findings of the educational research community and the practical perspective of actual classroom teachers. NEA publications address a variety of topics including the following: parental involvement, gifted and talented students, educational reform, disadvantaged students, students with learning disabilities, teen parents, and vocational education. mcw

National Governors' Association (NGA)

Representing the governors of the fifty states, the commonwealths of the Northern Mariana Islands and Puerto Rico, and the territories of American Samoa, Guam, and the Virgin Islands, NGA's missions are to influence national policy and apply creative leadership to the solution of state problems. NGA's operations are supported by member jurisdictions, and its policies and programs are formulated by the governors. Throughout the year, NGA's staff represents the governors' position to Congress, the administration, and the press; coordinates governors' testimony and other communication with Congress and the administration on NGA positions; provides the governors with information on federal programs and policies; conducts research; and serves as a means of sharing innovative programs and emerging issues among the states.

NGA has seven standing committees on major issues: Agriculture and Rural Development; Economic Development and Technological Innovation; Energy and Environment; Human Resources; International Trade and Foreign Relations; Justice and Public Safety; and Transportation, Commerce, and Communications. Policy fields of interest to NGA include agriculture, economic development, education, environment, health, social services, training and employment, trade, and transportation. sck

Raymond C. Scheppach. Executive
Director
NGA
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National Institute for Work and Learning (NIWL)

An institute of the Academy for Educational Development, NIWL seeks to improve the linkages between education and work for youth and adults and to bring into better balance the supply of and demand for critical skills in the workplace. NIWL's primary focus is supporting collaborations among educators, employers, unions, community organizations, and government to resolve work and learning problems. NIWL accomplishes its mission through basic and policy research, action and development projects, program evaluations, information networking, and technical assistance. NIWL has established three distinct program areas for its projects: partnerships for youth transition, worklife education and training, and productive aging. mcw

Ivan Charner, Director
NIWL
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Washington, DC 20037
(202) 862-8845

National Network of Learning Disabled Adults (NNLDA)
NNLDA is the only national, consumer-directed, self-advocacy organization for adults with learning disabilities. NNLDA represents adults with learning disabilities, not their parents, teachers, or families. NNLDA goals include improving the public image and self-image of adults with learning disabilities, developing communications skills and networking opportunities among adults with learning disabilities, providing assistance to employers and educational institutions in making reasonable accommodation for people with learning disabilities, and encouraging the formation of support groups. sck

NNLDA
800 N. 82nd Street, Suite F2
Scottsdale, AZ 85257
(602) 941-5112

National Puerto Rican Coalition (NPRC)
An advocacy organization founded in 1977 to advance the social, economic, and political position of the 2.5 million Puerto Ricans nationwide, the NPRC supports high quality vocational-technical education as a solution to the extreme school dropout rate within the Puerto Rican community. cdb

NPRC
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(202) 223-3915

National Urban League
As a human service and civil rights organization, the National Urban League pursues its goals through direct services, research, and advocacy. It is a nonprofit service and advocacy organization promoting equal opportunity for African Americans, other minorities, and the poor. The league works to eliminate institutional racism and to provide direct service to minorities in the areas of employment, housing, education, social welfare, health, family planning, mental retardation, law and consumer affairs, youth and student affairs, labor affairs, veterans' affairs, and community and minority business development. While it continues to provide assistance in traditional areas of concern such as education, employment and training, housing, and health and social welfare, the league has been a leader in a number of new areas—teen pregnancy, single female-headed households, political empowerment, and crime in the African-American community. Their approach has been to utilize fully the tools of advocacy, research, bridge building, and service delivery, resulting in an organization with strong roots in the community. National Urban League publications include *The Urban League News* newsletter and the *Urban League Review*. sck

John E. Jacob, President and CEO
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Program Improvement Branch (PIB)

PIB provides assistance to states for the improvement of instructional programs, teacher training, special projects, and the use of volunteers in adult education. PIB staff specialists provide technical assistance on a range of special population programs and areas of interest. PIB also provides national information services through the Division of Adult Education and Literacy Clearinghouse.

PIB provides information on special experimental demonstration projects funded under Section 353 of the Adult Education Act (AEA) and promotes program improvement in programs involving family literacy, literacy, volunteer, older persons, the use of technology in education, adults with disabilities, ESL, correctional education, and teacher training. PIB also provides programmatic direction and technical assistance to the following national discretionary programs authorized under Section 372 of the (AEA): the State English Literacy Program, the National English Literacy Demonstration Program, and the National Clearinghouse on Literacy Education. mcw

Julia Sheperd, Branch Chief
PIB
U.S. Department of Education
Division of Adult Education
and Literacy
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 732-2385

Public Offender Counselor Association (POCA)

The membership of POCA is interdisciplinary in nature and includes persons in many work areas, including probation and parole, mental health, alcohol and drug abuse, adult and juvenile offender rehabilitation, vocational rehabilitation, social work, and school settings. POCA is the primary professional association which advocates the development of effective counseling and rehabilitation programs for adult and juvenile public offenders and their families. POCA offers a means of gaining identity as a professional counselor, along with information and programs on public offender counseling. Membership is open to AACD members who have an interest in the field of offender counseling. sck

William Noger Fatum, President
POCA
30 Tecumsah Trail
Browns Mills, NJ 08015
(609) 893-5299

Public/Private Ventures (P/PV)

P/PV is a not-for-profit corporation that designs, manages, and evaluates social policy initiatives to help young people, especially the hard to serve, become productively employed and self-sufficient. To achieve that goal, P/PV works with schools, employment and training organizations, community-based agencies, foundations, businesses, and government to find more effective approaches to education, training, and employment. The P/PV activities include four multisite

Michael A. Bailin, President
P/PV
399 Market Street
Philadelphia, PA 19106-2178
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demonstrations involving urban youth service corps (Urban Corps Expansion Project), unwed teenage fathers, mentoring relationships for ajudicated youth, and enriched summer programming for at-risk youth known as the Summer Training and Education Program (STEP); extensive research on programs providing adult relationships for at-risk youth, youth service corps, and school/business partnerships; replication of the STEP program and investigation of replication as a social policy strategy; and development of academic and life skills curricula for fourteen to fifteen year-olds and out-of-school youth. Publications include research reports, program descriptions, practitioner's guides, a periodic newsletter, and an annual report. mcw

Secretary's Commission on Achieving Necessary Skills (SCANS)

Charged with defining the basic skills which American workers will need to close the gap between educational achievement and workplace requirements, SCANS plans to define the necessary functional and enabling skills which society must provide to every child in the country by the age of sixteen. These will be skills that can be developed and expanded to serve across a range of positions toward which an individual can aspire in a life-long career. SCANS will also lay out guideposts to upgrade skills among those currently in the workforce by defining competencies that workers will need to succeed in high performance jobs. In addition, SCANS will bring together employer, labor, educator, and parent groups to make needed changes. They also plan to encourage schools to develop ways to teach the skills identified and to assess when an individual has mastered them. Employers will also be encouraged to recognize and fully utilize students and workers who have these skills. mcw

William Brock, Chairperson
SCANS
200 Constitution Avenue, NW
Washington, DC 20210
(202) 523-4840
(800) 788-7545

SER–Jobs for Progress

SER is a national network of forty-three affiliates that provides literacy instruction; basic academic remediation; world of work/job search skills instruction; functional coping skills; educational day care; vocational skills instruction; and placement services to Hispanics, recent immigrants, LEP individuals, and other disadvantaged groups. Since 1964 it has been providing assistance to primarily Hispanic communities throughout the United States. The network publishes a newsletter and an annual network directory. sck

Sally Torres, Manager of Special Projects
SER—Jobs for Progress
100 Decker Drive, Suite 200
Dallas, TX 75247
(214) 631-3999
(214) 541-0616

The Urban Institute (UI)

UI is a nonprofit policy and research organization which investigates social and economic problems confronting the nation and assesses government policies and programs designed to alleviate them. Originally focusing on urban problems, the UI's research agenda has widened to include the study of national issues that reflect, respond to, and at times anticipate the changing needs of our society. The institute seeks to sharpen thinking about society's problems and efforts to solve them, improve government decisions and their implementation, and increase citizens' awareness about important public choices. Areas of research reflected in UI publications include education, job training for teenagers, teen parenthood, immigration, and demographics. sck

Susan Brown, Director of Public Affairs
UI
2100 M Street, NW, 5th Floor
Washington, DC 20037
(202) 857-8702
(202) 857-8527 (Public Affairs)

Bilingual Vocational Education Program

Part of the Office of Vocational and Adult Education, the Bilingual Vocational Education Program sponsors grant programs, two of which are the Bilingual Vocational Training Program (BVT) and the Bilingual Vocational Instructor Training Program (BVIT). The BVT program supports projects which provide occupational skills instruction and job-related English language instruction to LEP adults and out of school youth. Projects are funded on a competitive basis for a two-year period. Eligible applicants are state agencies; local educational agencies; postsecondary educational institutions; private, nonprofit vocational training institutions; and other nonprofit organizations specially created to serve individuals who normally speak a language other than English.

The BVIT program supports projects for training instructors, aides, counselors, and other ancillary personnel in bilingual vocational education programs for LEP individuals. Currently, projects focus on inservice training activities that address a national or statewide need in bilingual vocational education. Projects are funded on a competitive basis for an eighteen-month period. Eligible applicants are state agencies and public and private, nonprofit educational institutions. Interested applicants should check the *FEDERAL REGISTER* for the BVT and BVIT grant competition announcements and the necessary application forms. sck

Laura Karl
Bilingual Vocational Education Program
U.S. Department of Education
Switzer Building, Room 4512
400 Maryland Avenue, SW
Washington, DC 20202-7242
(202) 732-2365

W. E. Upjohn Institute for Employment Research
The W. E. Upjohn Institute, a nonprofit research organization, conducts and supports policy-oriented research in a broad range of topics at the forefront of public debate at the national, state, and local levels. Research projects undertaken by the staff may originate with the staff itself, or in response to concerns and requests from either the public or private sector. Through all its activities, the institute is committed to independent analysis. The broad objectives of the institute are to (1) link scholarship and experimentation with issues of public and private employment and unemployment policy, (2) bring new knowledge to the attention of policymakers and decisionmakers, and (3) make knowledge and scholarship relevant and useful in their applications to the solutions of employment and unemployment problems. Their publications cover a broad range of topics including labor market dynamics, labor-management relations, worker adjustment, employment and training programs, income replacement policy, and local and regional studies. mcw

Robert G. Spiegelman, Executive Director
W. E. Upjohn Institute for Employment Research
300 S. Westnedge Avenue
Kalamazoo, MI 49007-4686
(616) 343-5541

Women in Community Service, Inc. (WICS)
A private, nonprofit corporation sponsored by a coalition of five national women's groups, WICS works in local communities across the country to improve the quality of life for women and youth in poverty by providing opportunities in education, vocational training, employment development, and dependent care, using the combined resources of volunteers and staff. Since its founding in 1964, WICS has helped more than three-hundred thousand young people work their way out of poverty, through Job Corps referral and support.

Job Corps is a training and education program for economically disadvantaged youth aged sixteen to twenty-one. Over one-hundred Job Corps centers provide free training programs in trades such as automotive repair, secretarial, plumbing, clerical, carpentry, food services, bricklaying, electrical, nursing, welding, and computers. mcw

Ruth Herman, Executive Director
1900 N. Beauregard Street, Suite 103
Alexandria, VA 22311
(703) 671-0500
(800) 562-2677

Women's Equity Action League (WEAL)
WEAL is a national membership organization working on women's economic issues through research, education, litigation, and legislative advocacy. Their publications reflect the ongoing research. sck

Vocational Education Intern
WEAL
1250 Eye Street, NW, Suite 305
Washington, DC 20005
(202) 898-1588

Work, Achievement, Values and Education, Inc. (WAVE)

WAVE, formerly known as 70001 Training and Employment Institute, operates a network of local sites and provides training services to community-based organizations, schools, and government agencies across the country to address dropout prevention and recovery. This national, nonprofit organization's constant objective is to help as many young people as possible capitalize on their abilities and prepare them for a lifetime of achievement. WAVE has developed programs that offer skills training, help to teen parents, and literacy upgrading, along with providing other activities to break the cycle of poverty that contributes to the dropout crisis. mcw

Larry Brown, President
WAVE
501 School Street, SW, Suite 600
Washington, DC 20024
(202) 484-0103
(800) 274-2005

CENTERS FOR EDUCATIONAL INFORMATION/SERVICES

The centers and/or offices listed herein provide a variety of information, resources, and referral services concerning issues relating to at-risk youth and adults.

ACCESS ERIC

ACCESS ERIC acts as a gateway to ERIC, the Educational Resources Information Center. As the outreach component of the system, it promotes services and products and acts as a referral service between the system and its users. This service, available toll free, helps education practitioners, librarians, policymakers, researchers, and students keep updated about information offered by ERIC and other education information service providers. The staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications. In addition, it maintains education-related databases available to the public on-line through GTE Education Services and in hard copy. jeb

ACCESS ERIC
Department CCE
1600 Research Boulevard, 3C
Rockville, MD 20850
(800) USE-ERIC
FAX: (301) 251-5212

Appalachian Regional Commission (ARC)

ARC is a federal-state partnership agency concerned with the economic development of the region. ARC itself consists of a federal co-chairman appointed by the President and the governors of the thirteen states in which Appalachia is located. The region covers parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and all of West Virginia. ARC's mandate includes economic and human capital development. For this reason, ARC has been active in funding of education, health, and childcare projects. Dropout prevention is an eligible activity for funding under the ARC program.

The ARC program operates on state initiative. That is, no project can be brought before the ARC for funding consideration except by the governor or his/her alternate to the commission. Each state within the framework of the total ARC program sets funding priorities, dollar amounts, and application procedures. Therefore, while dropout prevention may be a funding priority in one state it may not be in another. Potential applicants should contact their State Alternates for priorities and application procedures (for a list of current alternates, contact the ARC office). State activities and programs funded by ARC are highlighted in the *Appalachia* journal, available upon request. sck

Rita Spivey, Education
Specialist
ARC
1666 Connecticut Avenue, NW
Washington, DC 20235
(202) 673-7879

BOCES Geneseo Migrant Center (BGMC)

Since 1968, BGMC has provided a comprehensive program of educational, health care, and family support services to migrant farmworkers from infants to adults. Center staff provide seasonal programs to the workers at various "camp" locations. BGMC also conducts research on migrant characteristics and needs, serving as a major repository and dissemination source. Currently, the BGMC has been placing its highest concentration of effort on providing services to dropouts through coordinating the Migrant Dropout Reconnection Program (MDRP) in thirty states, plus Puerto Rico. MDRP attempts to increase the number of migrant dropout youth who resume an alternative educational/vocational program and/or secure employment. BGMC publications include *Real Talk*, the newsletter of the MDRP; and *Primetime*, the newsletter of the Parental Resources for Involvement in Migrant Education (PRIME). jeb

Robert Lynch, Director
BGMC
Holcomb Building, Room 210
Geneseo, NY 14454
(716) 245-5681
(800) 245-5680 (in NY)
(800) 245-5681

Business Council for Effective Literacy (BCEL)

Dedicated solely to advancing general and workforce literacy, BCEL serves as a major source of information, analysis, and guidance for the literacy and business communities and for public planners. Its purpose is to stimulate awareness and critical thinking at the local, state, and national levels; promote action and good practice among public and private sector organizations; and foster effective public policy development. A major portion of BCEL's work is devoted to working with the national business community and with workforce and workplace literacy issues. BCEL publishes a comprehensive and authoritative national newsletter, how-to guides, and other materials for the literacy and business communities. jeb

Gail Spangenberg, Vice President and Operating Head
Wilma McCarley, Senior Program Associate
BCEL
1221 Avenue of the Americas, 35th Floor
New York, NY 10020
(212) 512-2415
(212) 512-2412

Career Resources Development Center (CRDC)

Formerly Chinatown Resources Development Center, CRDC is a community-based agency providing English language skills training to adults with limited English skills, as well as to fluent speakers. CRDC prepares graduates for entry and intermediate level clerical positions and for entry-level jobs in the service trades. Most of the training programs include placement assistance. CRDC's mission is to help economically and/or educationally disadvantaged individuals improve their potential through language instruction, job training, and other activities that may help them become more productive members of society. CRDC achieves this mission through the school and various community-development activities. sck

Chui L. Tsang, Executive Director
CRDC
655 Geary Street
San Francisco, CA 94102
(415) 775-8880

Carnegie Corporation of New York
Carnegie Corporation of New York is a philanthropic foundation created to promote the advancement and diffusion of knowledge and understanding. Currently, the Carnegie Corporation commits millions of dollars each year to grants in the program areas of education, science, technology, and the economy, including educational reform and restructuring, with emphasis on initiatives improving the access of minorities and the disadvantaged to math, science, and technology programs. Other projects include the following: Toward Healthy Child Development: The Prevention of Damage to Children, including teen pregnancy prevention; Strengthening Human Resources in Developing Countries; Avoiding Nuclear War; and Special Projects (toward strengthening of democratic institutions in the U.S., conflict resolution, and the philanthropic and nonprofit sector). jeb

David A. Hamburg, President
Dorothy W. Knapp, Secretary
Carnegie Corporation of
New York
New York, NY 10022
(212) 371-3200

Center for Career Studies
The Center for Career Studies is designed to provide information, resources, materials, and staff development for individuals and agencies that deal with language minority adults. The center is especially concerned with helping to link immigrants with the workplace. Recently, it has placed special emphasis on issues and concerns related to education and services for amnesty applicants, adults who are becoming legal residents of the United States under the 1986 Immigration Reform and Control Act (IRCA). The center also acts as a liaison between educational providers, state education agencies, and the IRCA. It provides up-to-date information, materials, strategies for helping workers gain legal status, and concept papers that discuss the sociopolitical concerns that surround the educational requirements of IRCA. The center holds conferences and provides staff development and teacher education workshops for various agencies. sck

Paul Bott, Director
Center for Career Studies
California State University
1250 Bellflower Boulevard
Long Beach, CA 90840-5501
(213) 985-4680

Center for Research on Effective Schooling for Disadvantaged Students (CDS)
The mission of CDS is to significantly improve the education of disadvantaged students at each level of schooling through new knowledge and practices produced by thorough scientific study and evaluation. CDS conducts its research in the following four program areas: (1) the Early and Elementary Education Program expands the range of effective alternatives which schools may use under Chapter I and other compensatory education funding and studies issues of

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CDS
Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
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direct relevance to federal, state, and local policy on education of disadvantaged students; (2) the Middle Grades and High Schools Program conducts research syntheses, survey analyses, and field studies in middle and high schools to identify effective programs and practices for disadvantaged students; (3) the Language Minority Program's identifies, develops, and evaluates effective programs for disadvantaged Hispanic, Native American, Southeast Asian, and other language minority children; and (4) the School, Family, and Community Connections Program focuses on the key connections between schools and families and between schools and communities to build better educational programs for disadvantaged children and youth. sck

Center for Success in Learning (CSL)

CSL is a nonprofit resource center for teachers of slower learners (general IQ 70-89) who do not learn typically or easily. The purpose of the CSL is to ensure that slower learners and other students at risk have the opportunities to develop educational, social, and independent living skills so they are prepared to participate in society as contributing, self-sufficient citizens. The goal of CSL is to provide teachers, instructional leaders, and parents with "what works"—the latest in research and application—for slower learners and other students at risk through conferences, workshop training, state and national conferences, and educational resources. *ABLE* is the CSL quarterly newsletter. sck

Kaye Johns, Executive Director
Carol Marshall, Education Director
CSL
4949 Westgrove, #180
Dallas, TX 75248
(214) 407-9277
FAX: (214) 407-9852

Center for the Prevention and Recovery of Dropouts (CPRD)

Sponsored by the Intercultural Development Research Association (IDRA), CPRD functions as a clearinghouse of information on such issues as the magnitude of the dropout problem, the cost of early school leaving, and mechanisms for school/community responses to the problem. sck

Jose A. Cardenas, Executive Director of School Services
IDRA/CPRD
5835 Callaghan Road, Suite 350
San Antonio, TX 78228
(512) 684-8180

Center on Education and Training for Employment (CETE)

CETE conducts applied research, evaluation, and policy analysis and provides technical assistance, leadership training and development, curriculum development, and information services focused on public and private sector vocational, technical, and career education. CETE's common goal is to make employment-related education more responsive to societal needs.

CETE Publications Office, Box C
1900 Kenny Road
Ohio State University
Columbus, OH 43210-1090
(614) 292-4353 (in OH)
(800) 848-4815
FAX: (614) 292-1260

CETE has produced a variety of products and provides a range of services designed for professionals at all levels of employment-related education and training. *Centergram* is the center's monthly newsletter.

Center on Evaluation, Development, and Research (CEDR)

As an information source about current developments in educational research, CEDR disseminates research findings through publications, workshops, and seminars. CEDR emphasizes the practical applications of research, especially those findings that have implications for improvement of teaching and administrative skills. Publications include the *Hot Topics* series, containing many of the best reports or articles concerning a specific subject; monographs; research bulletins; and other documents. Services and activities available from CEDR include access to the CEDR database, an annual needs assessment to determine topics of interest to educators, workshops, seminars, and networking. sck

Phi Delta Kappa
Larry Barber, Director
Willard Duckett, Assistant Director
CEDR
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402-0789
(812) 339-1156
(800) 766-1156
FAX: (812) 339-0018

Children's Defense Fund (CDF)

CDF exists to provide a strong and effective voice for the children of America. The organization pays particular attention to the needs of poor, minority, and children with disabilities and families. CDF's goal is to educate the nation about the needs of children and encourage preventive investment in children before they get sick, drop out of school, or get into trouble. A private, nonprofit organization supported by foundations, corporate grants, and individual donations, CDF maintains three state offices and reaches out to communities across America. Publications include the *CDF Reports* monthly newsletter, state reports, books, videos, and other tools for advocates.

CDF has launched a major, long-range campaign to prevent teen pregnancy and alleviate the multiple problems faced by adolescent and female-headed households that lead to increased child and maternal poverty rates. CDF calls for incentives to remain in school, job training programs, and employment opportunities, as well as emphasizing basic skills development and comprehensive health services. sck

Delia Pompa, Director
Education, Adolescent
Pregnancy Prevention, and Youth Development Division
CDF
122 C Street, NW
Washington, DC 20001
(202) 628-8787
FAX: (202) 783-7324

Council of Chief State School Officers (CCSSO)

CCSSO is a nationwide nonprofit organization of the fifty-seven public officials who head departments of elementary and secondary education in every state, five U.S. extra-state jurisdictions, the District of Columbia, and the U.S. Department of Defense Dependents' Schools. The council seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

CCSSO's Resource Center on Educational Equity provides services designed to achieve equity in education for minorities, women and girls, and for disabled, limited-English proficient (LEP), and low-income students. CCSSO's staff provides technical assistance in policy formulation, develops programs and materials, gives technical assistance in workshop planning and other services needed by state education agencies, holds working conferences, monitors civil rights issues, and trains local on-site trainers to increase the dimensions of this work. CCSSO also publishes a quarterly newsletter, *CONCERNS*.

CCSSO is responsible for managing and staffing a variety of leadership initiatives to provide better educational services to children and at-risk youth . It conducts projects on topics such as dropout prevention, improving educational services to LEP students, increasing the participation of female and minority students in mathematics and social studies, transition programs for disabled youth, school-sanctioned community service, educational equity for juvenile female offenders, and AIDS education. sck

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Director
CCSSO
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Suite 700
Washington, DC 20001-1431
(202) 408-5505
FAX: (202) 408-8072

Education Commission of the States (ECS)

ECS is an interstate compact that helps state leaders improve the quality of education. The compact conducts policy research, surveys, and special studies; maintains an information clearinghouse; organizes state, regional, and national forums; provides technical assistance to states; and fosters nationwide leadership and cooperation in education. ECS's priority issues include restructuring schools for more effective teaching and learning, addressing the educational needs of at-risk youth, improving the quality of higher education, and ensuring the full participation of minorities in the professions by ensuring their full participation in education. Publications include periodic reports on elementary, secondary, and higher education finance; governance and legal issues; and a quarterly review entitled *State Education Leader*. sck

Frank Newman, President
ECS
707 17th Street, Suite 2700
Denver, CO 80202-3427
(303) 299-3692
FAX: (303) 296-8332

Ford Foundation

The Ford Foundation is a private philanthropic institution chartered to serve the public welfare. Under the policy guidance of a Board of Trustees, the foundation works mainly by granting and loaning funds for educational, development, research, and experimental efforts designed to produce significant advances on problems of worldwide importance. The Ford Foundation provides grants primarily to institutions for experimental, demonstration, and development efforts that are likely to produce significant advances within their fields of interest. These include urban poverty, rural poverty and resources, rights and social justice, governance and public policy, education and culture, international affairs, and reproductive health and population. jeb

Franklin A. Thomas, President
Susan V. Berresford, Vice President
Ford Foundation
320 E. 43rd Street
New York, NY 10017
(212) 573-5000
FAX: (212) 599-4584

Girls Incorporated National Resource Center

As a service of Girls Incorporated (formerly known as Girls Clubs of America), the National Resource Center acts as a clearinghouse to disseminate information concerning gender inequities and other societal issues facing today's girls and young women. Information is available on a wide range of topics that relate to girls such as adolescent development, pregnancy prevention, and sexuality; career development and employment; gender roles and relationships; positive environments; and math, science, and new technology. The center contains over five-thousand monographs, studies, texts, films, filmstrips, cassettes, videotapes, and periodicals. It focuses on statistical information, research about girls and young women, and model programs for serving girls in informal education. Publications and materials are available to parents, educators, policymakers, women's groups, and others concerned with girls and young women. jeb

Heather Nicholson, Director
Girls Incorporated National Resource Center
441 W. Michigan Street
Indianapolis, IN 46402
(317) 634-7546

IBM Job Training Centers

The Job Training Centers are located in urban areas with high unemployment. The programs are designed for economically disadvantaged individuals who cannot afford commercially available training. The centers are operated in cooperation with nonprofit community-based organizations such as the National Urban League, SER-Jobs for Progress, Opportunities Industrialization Centers, and local businesses. Although training is offered in word processing, some centers also offer additional courses such as programming, computer operations, data entry, terminal or personal computer operations, and clerk typing.

Kathleen A. Ryan, Staff Communications Specialist
International Business Machines Corporation
IBM United States
2000 Purchase Street
Purchase, NY 10577-2597
(914) 697-6578

Through its Basic Skills/Literacy Support Program, IBM supports basic skills and literacy development at the centers. Disadvantaged persons who do not have the skills to enroll in job training are served through a comprehensive education system, designed to provide training from basic literacy to skills necessary for a high school equivalency diploma. IBM provides equipment, maintenance, software, equipment-related supplies, and all classroom materials as needed. There is no tuition charge. sck

Institute for the Study of Adult Literacy

In 1985, the Institute for the Study of Adult Literacy was established as a vehicle for using the resources of a major land grant institution to address the issues in the field of adult literacy. The goals of the institute are development and dissemination of a sound conceptual and research base in the field of adult literacy, improvement of practice in the field of adult literacy, and leadership and coordination of a comprehensive approach to the delivery of adult literacy services. Projects to date include technology in adult literacy, intergenerational literacy, staff development/training, workplace literacy, and special needs populations. sck

Eunice N. Askov, Director and Professor Education
Barbara Van Horn, Grants and Projects Coordinator
Institute for the Study of Adult Literacy
College of Education
Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801-4756
(814) 863-3777
FAX: (814) 863-6108

Jobs for America's Graduates (JAG)

JAG is one of the nation's largest, most successful and consistently applied school-to-work transition programs for at-risk high school students. JAG serves ninth, tenth, and eleventh graders with an Opportunity Awareness Program, as well as dropout prevention and twelfth grade school-to-work transition strategies. The program, built on private-public sector partnerships guided by a board of directors, focuses on reducing the dropout rate, increasing the graduation rate, and increasing the rate of successful attachment to the labor force by at-risk youth. Focused at state levels, the JAG network currently serves one-hundred seventy-five communities in eighteen states. There are over three-hundred high schools serving over twenty-one thousand students through this program. cdb

Kenneth M. Smith, President
JAG
1729 King Street, Suite 200
Alexandria, VA 22314
(703) 684-9479
FAX: (703) 684-9489

Joining Forces

Joining Forces promotes collaboration between education and social welfare agencies on behalf of children and families at risk to (1) help disadvantaged and high-risk families better support their children's education; (2) help schools improve the academic achievement of children at risk; and (3) help assure

Janet E. Levy, Director
Sheri Dunn, Project Associate
Joining Forces
400 N. Capitol Street, NW, Suite 379
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(202) 393-8159
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that individuals of all ages have access to and are supported in obtaining appropriate services, education, and training necessary to their own and their family's long-term well-being and economic self-sufficiency. To this end, Joining Forces operates a national clearinghouse to disseminate information on successful examples of collaboration, identify barriers to collaborative action, and develop strategies to overcome them. Joining Forces publishes *Connections*, a periodic newsletter designed to highlight education-human services partnerships. jeb

Mid-Continent Regional Educational Laboratory (McREL)

This lab is one of ten regional laboratories established by the Office of Educational Research and Improvement (OERI), U.S. Department of Education, to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. McREL serves as the regional educational laboratory for Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. The mission of McREL is to create a community of interest among those individuals and organizations interested in learning how to help schools meet the needs of an ever changing society. Its key strategy is to identify and encourage the use of knowledge that improves education. McREL activities include the dissemination of policy information, product development, networking, training, and technical assistance. Examples of activities include studies of special populations (e.g., urban dropouts, students in small schools, and Native American and Hispanic youth) to identify potential educational problems; networks of people with common interests in urban schools, equity, and higher education; a state policy and trends database which provides basic information on education issues; and strategies for improving services to small, rural schools. McREL's Equity Center works to increase access to quality education for all students and distributes information to increase awareness of equity issues and identify successful programs for reducing bias and stereotyping. Acting as a clearinghouse, the Equity Center links a computerized database on twenty major equity issues.

Publications include the *McREL Update* newsletter; *Noteworthy*, an annual magazine; *Heartland*, the newsletter of McREL's Equity Center; and *Policy Notes*, a bimonthly summary of issues relevant to educational policymakers. sck

C. Larry Hutchins, Executive
Director
McREL
Colorado Office
2550 S. Parker Road, Suite 500
Aurora, CO 80014
(303) 337-0990
FAX: (303) 337-3005

National Center on Adult Literacy (NCAL)
NCAL, established by the U.S. Department of Education, has three basic goals: (1) to enhance the knowledge base on adult literacy, (2) to improve the quality of research and development in the field, and (3) to ensure a strong, two-way relationship between research and practice. NCAL has established a national agenda for adult literacy research and development, initiated studies on key issues identified within this agenda, and encourages and supports research and development on these issues by other qualified institutions and individuals. NCAL is exploring the use of technology for adult literacy activities and is committed to understanding the role of cultural and linguistic diversity in adult literacy provision. cdb

Sandra Stewart, Manager of Dissemination
NCAL
University of Pennsylvania
Philadelphia, PA 19104-6216
(215) 898-2100
FAX: (215) 898-9804

National Center on Education and Employment (NCEE)
NCEE conducts and disseminates research on how changes in the economy, the workplace, the work force, and in patterns of work-related learning affect the development and transformation of human capital in this country. Their objective is to build knowledge that will inform public and corporate decisions about who should teach which work-related skills to whom, when, and how. NCEE is funded by OERI of the U.S. Department of Education. It is part of the Institute on Education and the Economy at Teachers College, Columbia University. The RAND Corporation of Santa Monica, California, and Washington, DC, is a partner in carrying out NCEE activities. sck

NCEE
Teachers College
Columbia University
Box 174
New York, NY 10027
(212) 678-3091

National Center on Education in the Inner Cities (CEIC)
Focusing on interactions among families, schools, and communities, CEIC was launched to synthesize and extend the research base, examine and describe the state of practice, and analyze the gap between current reality and what could be, in order to inform and shape research and intervention efforts. Harnessing the major resources of inner cities, the goals and activities of the CEIC are shaped by professional educators, policymakers and administrators, researchers, program developers, parents, advocate groups, and other stakeholders. Three proposed programs of research are family, school, and community. The programs will employ synthesis of research literature, analysis of large-scale studies of exemplary practices, and primary research that includes longitudinal studies as well as field-based experiments, as appropriate for each topical area. CEIC will draw from, and interact

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with, the resources and expertise of the collaborating universities, schools, communities, and agencies, as well as a wide range of national, state, and regional programs. jeb

National Diffusion Network (NDN)
NDN sponsors over one-hundred exemplary programs that can be used to achieve the National Goals for Education issued by the President and the nation's governors in February 1990. Administered by the U.S. Department of Education, NDN provides funds to disseminate information about exemplary programs to schools, colleges, and other institutions throughout the country. These programs and their sponsoring schools and organizations, the NDN State Facilitators, and the Private School Facilitator form a resource network that helps other schools adopt programs for their own use to improve the education of their students. NDN programs have been field-tested with students and are proven effective. Every program has been evaluated locally and approved by a panel of the U.S. Department of Education. Types of projects include Developer Demonstrator Projects, developed by local schools; Dissemination Process Projects, large scale programs run by national organizations; and State Facilitator Projects, which serve as in-state links between NDN programs and local schools interested in implementing the programs. Subjects covered include communication, programs for students with disabilities, educational reform, career and vocational education, and dropout prevention programs. jeb

NDN
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and Improvement
U.S. Department of Education
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National Foundation for the Improvement of Education (NFIE)
A nonprofit, tax-exempt foundation created by the NEA, NFIE is dedicated to the empowerment of teachers. NFIE's Just Do It: Stay in School Grant Program, funded by NIKE, Inc., provides teachers with grants and technical assistance to design and implement programs to keep students from dropping out of school. The William G. Carr and the Hilda Maehling Grants Programs provide teachers with grants to develop professionally and promote global education and international understanding. NFIE's Learning TOMORROW Program focuses on using technology to reshape the children's learning environments. This five-stage, multiyear project stimulates and supports the use of technology in transforming the delivery of instruction across curricula to all student populations. The Christa McAuliffe Institute for Educational Pioneering supports innovative teachers and prepares

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them to be national leaders in shaping the nation's education for today and tomorrow. jeb

National Resource Center for Youth Services (NRC)
NRC addresses the specific issues of adolescents as well as their families. NRC is dedicated to bridging the gap between the needs and services and to providing direct support to professionals serving youth. NRC offers a growing number of resource publications, curriculum, and videotapes useful to all professionals serving youth covering a number of issues including residential child care, independent living, shelter care, child and adolescent abuse, teen suicide, juvenile prostitution, substance abuse, personal development, adolescent sexuality, and residential training. NRC also provides professional development activities and experience-based consultation on program evaluation, program development, curriculum development, developing and marketing publications, and professional conference planning. sck

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National Rural and Small Schools Consortium (NRSSC)
NRSSC is an action-oriented group of individuals and agencies from over thirty national professional organizations working to enhance rural and small school education and to address associated problems. NRSSC's many activities include maintaining communications among those associated with rural and small school education, conducting projects designed to improve services for at-risk, rural students, conducting associated teacher training, preparing reports and testimony for Congress, facilitating interagency efforts designed to enhance rural and small school education, and exploring and disseminating creative service delivery alternatives. Annually NRSSC sponsors a national conference, provides scholarships for rural educators, and acknowledges exemplary rural and small school programs. NRSSC's publications include the *Journal of Rural and Small Schools*, and a bimonthly newsletter, *Classroom Clips*. sck

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National Youth Employment Coalition (NYEC)
Founded by leaders in the field of youth employment and training, NYEC is a nonprofit organization composed of over sixty organizations with a common interest in increasing employment, education, and training opportunities for youth, particularly

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disadvantaged youth. Its objectives are to improve the public's understanding of and support for youth employment programs and initiatives; serve as a clearinghouse of information and as a catalyst for cooperative ventures from NYEC members, voluntary organizations, the education system, and the private sector; and analyze the impact of present and proposed policies upon the development of a comprehensive youth employment policy. NYEC publishes a monthly newsletter, *Youth Notes*. jeb

North Central Regional Educational Laboratory (NCREL)

This lab was established by OERI to focus on school improvement throughout the United States. NCREL designs its work to meet needs related to educational research and development and provides information and services to a region that includes Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Assessment of the needs of educators and policymakers in the region have revealed issues in the following three program areas: (1) improving curriculum and instruction to ensure that all elementary and secondary students acquire capabilities necessary for functioning in the twenty-first century; (2) enhancing the education professions to attract, develop, and reward excellence among classroom teachers, school administrators, and other education professionals; and (3) strengthening school partnerships to broaden participation in educational improvement efforts by parents, policymakers, and community leaders.

NCREL works toward the improvement of education for students in elementary and secondary schools by networking specific groups of educators and policymakers, promoting conferences, and providing specific staff development information and assistance. Activities address rural issues, school restructuring, reading improvement, educational improvement, literacy, policy study and analysis, at-risk students, and rural education. The *Clipboard* is the newsletter published for NCREL's constituency. sck

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Office of Job Corps

Job Corps is a training and employment program administered by the U.S. Department of Labor to alleviate the severe employment problems faced by disadvantaged youth throughout the United States. Job Corps is designed to assist young people who both need and can benefit from the wide range of services provided in the residential setting of a Job Corps

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Job Corps National Office
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center. These services include basic education, vocational skills training, work experience, counseling, health care, and related support services. Enrollees are impoverished and unemployed young people between the ages of sixteen and twenty-one who have volunteered for the program. The typical youth served by Job Corps is an eighteen-year-old high school dropout who reads at the elementary school level, comes from a poor family, belongs to a minority group, and has never held a full-time job.

Pacific Region Educational Laboratory (PREL)

As an OERI regional laboratory, PREL helps schools improve educational outcomes for children, youth, and adults. This mission is carried out by assisting educators, families, government, community agencies, business, and labor in maintaining cultural literacy and improving quality and equality in educational programs. This is accomplished through forums, research, technical assistance, evaluation, training, information resource activities, and product and procedure development and/or dissemination. PREL serves Pacific children and educators in American Samoa, Commonwealth of the North Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau. jeb

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Program for Disadvantaged Youth

The Program for Disadvantaged Youth, sponsored by the Edna McConnell Clark Foundation, encourages selected urban school districts to develop and provide an education of high expectations, high content, and high support for disadvantaged young adolescents. The program supports initiatives that are likely to result in whole-school changes necessary to improve the education of large numbers of disadvantaged youth between the time they leave the fifth grade and enter the tenth grade. Since June 1989, they have supported the efforts of the Baltimore, Louisville, Milwaukee, Oakland, and San Diego school systems to reform their middle schools. These school systems, and the twelve project schools among them, will be the primary focus of the program's attention and resources for the immediate future. The McConnell Clark Foundation is also supporting a variety of national organizations to provide support and technical assistance to the five school systems previously named, and/or to build a national infrastructure for middle grades reform. jeb

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Project on Equal Education Rights (PEER)

PEER is one of the leading national advocacy groups of educational equity for women and girls of all racial and ethnic groups. PEER's strategy for change includes public policy research and analysis on critical new issues, organizing for equity at the local level, and advocacy for equal education at the federal level. Since its inception in 1974, PEER has conducted advocacy projects and research studies raising serious questions about the link between gender stereotyping and dropping out of school, early parenting, continued occupational segregation, and the overall prospects for economic security and well-being of women and girls in this country. Publications include public policy papers, annual updates, equity action kits, and special reports. jeb

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Regional Laboratory for Educational Improvement of the Northeast and Islands

OERI's Regional Laboratory for Educational Improvement of the Northeast and Islands serves the area of Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands. A variety of programs and activities in three broad initiatives support a unifying theme. Designing Schools for Enhanced Learning is a multi-faceted technical assistance and action research initiative promoting a fundamental reconceptualization of student and school success. A Regional Policy initiative supports policy development and implementation activities in areas related to maintaining a quality educator workforce in the region. School Improvement Services offer information, training, consultation, and other services to a wide variety of clients. The *Regional Lab Reports* is a topical newsletter published three to four times per year about some aspect of making schools work for the success of all students. jeb

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Research for Better Schools (RBS)

RBS, established by OERI, conducts applied research, development, and technical assistance. RBS serves Delaware, Pennsylvania, New Jersey, District of Columbia, and Maryland. RBS conducts research and policy studies on key issues including assessment, at-risk youth, school-to-work transition, and critical thinking; develops improvement approaches and services for schools; provides consultant services to state leaders; develops products for special populations; and participates in national networking activities with

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other regional laboratories to enhance the use of Research and Development products and knowledge. The lab publishes a newsletter, *RBS Project Brief*, distributed nationally. sck

Resources in Special Education (RiSE)

RiSE provides information and resources for individuals and organizations interested in the education of children with exceptional needs in California. RiSE is sponsored by the California State Department of Education, Special Education Division. Exemplary program overviews, best practices, current research and reports, materials for staff development, and information on Special Education Division projects and activities are available through the statewide lending library and RiSE publications. RiSE provides reference and referral services from an extensive resources collection, maintains two electronically accessible databases, publishes training and information manuals, and produces a bimonthly newsletter, the *Special EDge*. A list of publications is available upon request. sck

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SouthEastern Regional Vision for Education (SERVE)

As part of OERI's regional educational laboratory network, SERVE's mission is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes in the Southeast region, especially for at-risk and rural students. SERVE represents a coalition of business leaders, governors, policymakers, and educators who are seeking systemic, lasting improvement in education. The states involved in the consortium are Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. SERVE proposes to address critical issues that are shared throughout the region, work as a leader and catalyst to promote systemic educational improvement, serve as a broker of exemplary practices and state-of-the-art research, and become an invaluable source of information for existing organizations working to promote educational improvement. To improve educational outcomes, especially for at-risk students, SERVE has scheduled the following five annual areas of emphasis: (Year 1) improve math, science, and computer education; (Year 2) provide safe, drug-free schools; (Year 3) increase the graduate rate; (Year 4) improve student achievement and citizenship; and (Year 5) expand adult literacy and lifelong learning.

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Examples of research and development activities SERVE will conduct include developing and field-testing a rural school-business partnership model and network; developing site-based accountability models—local measures of effectiveness; studying the effects of incentive programs on reducing dropout rates and on improving school conduct, academic achievement, and attendance of identified at-risk students; and evaluating the impact of video and other telecommunications technology on rural school education. SERVE will conduct and disseminate topical research, technical assistance, and other products via teleconferences, videotapes, satellite downlinks, public broadcasting, interactive videodisc technology, and a network of rural education professionals. sck

Southern Education Foundation (SEF)
Created in 1937 when four funds committed to improving education in the South were incorporated to form a single philanthropic entity, SEF's principal purpose remains the promotion of equal and quality education for African Americans and disadvantaged Southerners. A public charity, SEF makes grants, operates its own program, sponsors conferences, and commissions research on a wide variety of educational issues. SEF also administers philanthropic funds for other organizations concerned with education. SEF program initiatives addressing equity concerns include improving the quality of public education in rural areas and empowering African-American and poor citizens to voice their concerns and change adverse conditions.

The Fund for Rural Education Enhancement (FREE) was created in 1986 to provide seed grants for the creation of local education funds. FREE provides not only start-up grants, but also technical assistance to help establish the funds, and matches monies raised by the funds. sck

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Southern Regional Education Board (SREB)
Created in 1948 at the request of Southern governors, SREB is the nation's first interstate compact for education. SREB's mission is to help educational and governmental leaders work cooperatively to advance education and to improve the social and economic welfare of the region. To this end, SREB collects, compiles, analyzes, and reports educational research, and initiates discussions leading to state and institutional long-range planning, actions, and policy

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proposals affecting education. SREB publishes reports on problems and developments in education, conducts efforts to upgrade teacher training, and serves as administrator and fiscal agent in arrangements for multistate educational services and resources. SREB's member states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The most common goals set by SREB states call for targeted improvements in school readiness; school performance; school achievement; the dropout rate; college readiness; and attracting, retaining, and compensating good teachers and faculty. SREB publishes a number of reports aimed at educational goal setting. jeb

Southern Regional Education Board-State Vocational Education Consortium

Improving the education of students enrolled in high school vocational programs in the Southern Regional Education Board (SREB) states is the guiding principle of the SREB-State Vocational Education Consortium. Involving fourteen SREB states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, and West Virginia), the consortium develops, applies, evaluates, and promotes approaches to strengthen students' basic competencies in communications, mathematics, and science, and their critical thinking and problem-solving skills. Today over three dozen pilot sites in these fourteen SREB states, working with state vocational, governmental, and business leaders, are committed to this goal. SREB's recommendations for developing high school vocational education programs are to (1) design a coherent and challenging program of vocational and academic courses that will teach students in a vocational education program essential content from college preparatory courses in mathematics, science, and the language arts through an applied process; and (2) revise vocational education programs to place a high priority on developing basic academic skills that can help produce high school graduates with the necessary skills for further learning on the job or in formal educational programs.

Gene Bottoms
SREB-State Vocational
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Directly related to work of the SREB-State Vocational Education Consortium is an SREB dropout prevention project funded by the U.S. Department of Education. SREB is working with pilot site junior high and high schools in six states—Arkansas, Kentucky, Mississippi, North Carolina, South Carolina, and

Tennessee. These states are evaluating the effectiveness of various combinations of vocational and academic instruction aimed both at improving the basic competencies in mathematics, sciences, and communications of potential dropouts and at creating a school environment successful in keeping these students in school. mcw

Technical Assistance for Special Populations Program (TASPP)
TASPP is a service function of the National Center for Research in Vocational Education at the University of California at Berkeley. Housed in the University of Illinois site, it is designed to assist in the improvement of vocational education programs for youth and adults with special needs. TASPP's goals are to provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; initiate and support networks of professionals serving the vocational education needs of special groups; and provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations. TASPP activities include conducting workshops; publishing a quarterly newsletter, *TASPP BULLETIN*, and a topical series, *TASPP BRIEF*, on critical issues and policy options; and developing appropriate materials for national distribution. sck

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William T. Grant Foundation Commission on Work, Family, and Citizenship
The Grant Commission has issued two major reports and two dozen background and information papers on the special needs of the "Forgotten Half," the approximately twenty million young people between the ages of sixteen and twenty-four not likely to pursue a college education. The Grant Commission's office works to implement the recommendations of both reports, and to improve the school-to-work transition of the "Forgotten Half" by raising public and scholarly awareness, building coalitions, sharing information, consulting, and providing technical assistance to federal, state, and other policymakers. Publication lists are available upon request. jeb

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CLEARINGHOUSES

The following clearinghouses provide specialized information and technical assistance to teachers, administrators, counselors, policymakers, parents, students, and others interested in the issues of serving at-risk youth and adults in vocational education programs. Available services may include information responses by letter, telephone, or electronic interaction; access to a computer-based information network; individualized computer searches; specialized projects; conference presentations; and telephone consultations. Publications may include the following: newsletters, bibliographies, monographs, journal columns and articles, fact sheets and resource papers, resource directories, and referral lists.

ACCESS
ACCESS provides computerized information on a wide range of topics on public education to parents and citizens who wish to become involved in efforts to improve their public schools. Housed by the National Committee for Citizens in Education, ACCESS is made possible through a grant from the MacArthur Foundation. Information from searches includes summaries of books, reports, studies, and articles; legal information on federal legislation, state statutes, court rulings; and organizations—national, state, and local. Resources and printouts are available on a variety of topics including single parents, effective schools through school-based improvement, college opportunities for learning disabled students, dropouts, effective schools and school-based improvement, and public school choice. jeb

ACCESS
The Information Clearinghouse
About Public Schools
National Committee for Citizens
in Education
10840 Little Patuxent Parkway,
Suite 301
Columbia, MD 21044
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FAX: (301) 997-7583

Clearinghouse on Adult Education and Literacy
Sponsored by the U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, this clearinghouse links the adult education community with existing resources in adult education, provides information which either deals directly with state-administered adult education programs funded under the Adult Education Act (P.L. 100-297), and provides support to adult education activities. The clearinghouse responds to requests for information, provides referral services, issues publications, and functions as a "broker" of information services by referring inquiries to appropriate information sources. Publications available at no cost include the *Adult Education Act and Regulations*, fact sheets on adult education, directories on various programs and resources, literacy materials, papers on selected adult education subjects, the *Bibliography of Resource Materials*, and *Special Answers for Special Needs (A Guide to 353 Available Resources)*. Areas of interest include adult secondary education, workplace literacy, corrections education, computer-assisted

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instruction, adults with disabilities/special learning needs, English as a second language (ESL), family literacy, older persons, staff development, volunteers, homeless, adult education programs, and literacy programs. sck

Contact Literacy Center

Contact Literacy Center serves as the clearinghouse for the Coalition for Literacy and Project Literacy U.S. (PLUS), utilizing a toll free telephone system to respond to requests for information. To provide referrals to local organizations involved in literacy programming and adult basic education, the Contact Literacy Center maintains a database of over fifteen-thousand literacy resources nationwide. In addition, information on twenty-eight thousand human service agencies supplement the literacy file and can be utilized for requests, as deemed appropriate. sck

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(402) 464-0602
(800) 228-8813 (National Literacy Hotline)
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ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)

ERIC/ACVE provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Publications include in-depth reviews, *Digests* that summarize information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. ERIC/ACVE's services include computer searches and referrals. sck

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ERIC Clearinghouse on Counseling & Personnel Services (ERIC/CAPS)

CAPS is one of the sixteen subject-oriented clearinghouses of the ERIC system. ERIC/CAPS' scope includes the preparation, practice, and supervision of counselors at all educational levels and in all settings; the theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; the nature of pupil, student, and adult characteristics; and personnel workers and their relation to career planning, family consultations, and student orientation activities. ERIC/CAPS offers professionals such products as monographs, special issues papers, state of the art studies, computer search analyses, bibliographies and digests, as well as a quarterly information bulletin featuring clearinghouse activities,

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products, and articles on timely topics. The staff also offers question-answering services; computer searching of the ERIC database; on-site user services with a complete ERIC microfiche collection at the ERIC Resources Center; and national, state, and local workshops on high-priority counseling concerns. sck

National Clearinghouse on Literacy Education (NCLE)
NCLE is operated by the Center for Applied Linguistics as an adjunct to the ERIC Clearinghouse on Languages and Linguistics. Its mission is to serve providers of educational services as a national resource center for information, materials, and technical assistance on literacy education for LEP adults and out-of-school youth. It serves community-based organizations; private voluntary agencies; federal, state, and local education agencies; businesses; unions; correctional institutions; libraries; and many other groups involved in literacy education for this population. NCLE also links the diverse public and private institutions, agencies, and community groups concerned with literacy issues for LEP groups. Two important aspects of NCLE's mission include (1) the establishment of the Literacy Education Referral Network (LERN) for educators working with LEP adults and (2) a database of documents related to literacy education for LEP adults, accessible to educational service providers.

One product of the NCLE is a directory of literacy programs in the United States serving LEP adults and out-of-school youth. Other new publications address approaches to teaching literacy to LEP adults, workplace literacy for LEP adults, reaching and keeping students in adult literacy programs, cultural considerations in teaching literacy to LEP adults, training literacy volunteers and tutors, biliteracy, and the role of first language literacy in the acquisition of second language literacy. sck

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National Dropout Prevention Center (NDPC)
NDPC gathers, analyzes, and disseminates information to individuals and groups involved in school dropout prevention efforts. NDPC's mission is to significantly reduce the dropout rate in schools by helping to develop public-private partnerships between schools, businesses, and communities to meet the needs of at-risk youth. NDPC publishes the quarterly *National Dropout Prevention Newsletter*, *A Series of Solution and Strategies* serial, and numerous topical publications. It maintains the FOCUS database on

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FAX: (803) 656-0136

dropout prevention. NDPC also manages the National Dropout Prevention Network, a membership-based organization of over twenty-five hundred professionals involved in school dropout prevention efforts. The annual National Dropout Prevention Conference is a major activity of the network. jeb

PRC—Adjunct ERIC Clearinghouse for Chapter 1 Materials

The PRC Clearinghouse for Chapter 1 Materials provides information on Chapter 1 of the Education Consolidation and Improvement Act. The Act allocates funds to school districts with large numbers of disadvantaged children and children exhibiting low achievement levels. Information request and referral services are available. jeb

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Rural Clearinghouse for Lifelong Education and Development

The Rural Clearinghouse for Lifelong Education and Development is a national effort to improve rural access to education. Governed by a National Steering Committee, the clearinghouse serves the complete range of educational providers including schools, colleges, and universities, community colleges, cooperative extension, libraries, community-based organizations, vocational-technical colleges, and community/economic development corporations.

The overriding goal of the Rural Clearinghouse for Lifelong Education and Development is to improve rural access to a broad range of information and training programs. Specific strategies focusing on enhancing educational practice in response to rural needs include disseminating effective models for serving rural areas; facilitating the development of effective educational models in response to selected rural problems; providing forums for the exchange of information among professionals from the complete range of educational providers serving rural areas; developing regionally organized and supported networks; and advocating rural needs with educational associations, state and federal policymakers, and other relevant public entities. Past grants involved initiatives concerning rural adult postsecondary education, effective practices in rural literacy, rural communities and change, and rural schools and their communities.

The clearinghouse publishes the *Rural Adult Education Forum* newsletter which reports on various issues related to rural access to adult education and provides

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a searchable database containing information on a wide variety of rural topics. jeb

Texas Dropout Information Clearinghouse (TDIC)

The mission of this clearinghouse is to provide an information forum for state, regional, and local education and job training service providers who are working together to prevent students from dropping out and to recover those who do. To accomplish its mission, TDIC collects information on programs, services, and strategies that aid in the prevention and recovery of dropouts, primarily targeting various categories of students that have a high dropout rate. It disseminates information to local providers of dropout prevention and recovery programs and services, inside and outside the educational system and to the Interagency Coordinating Council, created by House Bill 1010 to coordinate the policies of nine state agencies serving dropouts and at-risk youth. TDIC publishes the *Texas Dropout Information Clearinghouse FORUM* newsletter and has available a searchable computerized database with summaries of dropout prevention and recovery programs, strategies, services, resources, and descriptions of current research. sck

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FAX: (512) 463-9772

COMPUTER-BASED INFORMATION NETWORKS

Computer-based information networks provide instantaneous on-line communication and database services. These networks are an efficient method of communicating with other school districts, agencies, clearinghouses, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning education issues.

ADVOCNET

The National Center for Research in Vocational Education (NCRVE), University of California at Berkeley, manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators, and administrators. The service features message exchanges, bulletin boards, and teleconferencing. The network serves to inform the vocational community nationwide about meetings, workshops, conferences, new products, and other information of special interest.

ADVOCNET provides access to people and information throughout the nation in a variety of ways which include communicating with other users effectively; sending messages to many users at once through mail distribution lists; composing messages on your personal computer and uploading them, or composing messages on-line; sending data files or formatted documents, even spreadsheets and word processing documents, to other users; accessing news and information services and on-line database services, including VECM, RIVE, and ERIC; and posting and reading ADVOCNEWS bulletin board items on a variety of subjects. ADVOCNEWS is an electronic bulletin board for the exclusive use of ADVOCNET members. Announcements and requests can be posted in many categories, including meetings, jobs, special needs, new products, legislation, and requests.

All that is needed to access ADVOCNET is a personal computer or terminal, modem, phone line, and subscription through BT North America Inc., the vendor. Technical assistance is available toll free from NCRVE and BT North America, Inc. On-line help, an interactive on-line tutorial, and printed documentation is also available to users. For subscription information, contact BT North America, Inc., 2560 N. First Street, P.O. Box 49019, San Jose, CA 95161-9019, (800) 872-7654. sck

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NCRVE-ADVOCNET
1995 University Avenue, Suite 375
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(800) 762-4093
FAX: (510) 642-2124

SpecialNet

The world's largest computer-based information network for education professionals, SpecialNet consists of electronic mail, bulletin boards, and databases. It provides quick and easy communication from classroom teachers to administrators in county, state, and federal offices of education. More than forty national bulletin boards including Independent.Living, Litigation, LRE, Program.Eval, and Voced.Transition are available along with over fifty active state bulletin boards. SpecialNet's databases consist of several types including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so users can locate information on a specific topic. SpecialNet is available twenty-four hours a day, seven days a week, through virtually any telephone in the United States and Canada, as well as seventy additional countries worldwide. sck

Special Net
GTE Education Services, Inc.
Subscription Services
8505 Freeport Parkway, Suite 600
Irving, TX 75063
(800) 468-8550

DATABASES

Databases provide a wealth of pertinent information regarding special needs populations to interested parties.

EdLINC

EdLINC is a national network offering free services to professionals in resource media, information, library, and service centers. The network is for anyone responsible for finding, recommending, and purchasing new materials, and providing current information on instructional materials and school products (tests, software, books, multimedia, computer and audiovisual equipment, school supplies). EdLINC is designed to help meet the needs of teachers, administrators, students, and allied educational professionals.

EdLINC provides up-to-date information through the EdLINC Database, a free electronic catalog information service that enables educators to find the most appropriate materials to match their needs quickly and easily. EdLINC also provides a monthly newsletter, a membership directory, and its national annual convention. The professional goal of EdLINC is to promote better education through better information. jeb

Victor E. Fuchs, Director
EdLINC
P.O. Box 14325
Columbus, OH 43214
(800) 736-1405 (8AM-5PM, M-F EST)
FAX: (614) 433-0852

ERIC

ERIC, sponsored by the Office of Educational Research and Improvement (OERI), U.S. Department of Education, provides users with ready access to English language literature dealing with education. It does so through a variety of products and services that include databases, abstract journals, microfiche, computer searches, document reproduction, and analyses and syntheses. ERIC maintains the world's largest education database that covers all aspects of education and is accessible in most university, state, and large city libraries in at least one of four formats: (1) manual indexes, (2) microfiche collection, (3) on-line service, and (4) CD-ROM retrieval system. jeb

ERIC
U.S. Department of Education
OERI
555 New Jersey Avenue, NW
Washington, DC 20208-5720
(202) 219-2289
(800) USE-ERIC
FAX: (202) 219-1817

FOCUS

FOCUS is a collection of databases on dropout prevention. Sponsored by the National Dropout Prevention Center, it contains files on successful dropout prevention programs, skill-building workshops and conferences, resource materials, agencies and professional organizations, speakers, and consultants. FOCUS is accessible seven days a week by utilizing a personal computer and a modem through the normal long distance telephone lines, or through Internet. jeb

Marty Duckenfield, Information Resource Coordinator
Jay Smink, Executive Director
FOCUS
National Dropout Prevention Center
Clemson University
205 Martin Street
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (in SC)
FAX: (803) 656-0136

National Information Center for Educational Media (NICEM)

The NICEM database covers the entire spectrum of nonprint media intended for use in the educational field from preschool to graduate and professional school levels and for vocational training. Librarians, media specialists, curriculum planners, educators, trainers, and researchers can select from among thousands of programs available from a variety of producers and distributors.

All subject areas that apply to learning are included in the database. Heavily covered subject areas include vocational and technical education, along with guidance and counseling. Special education information is also available. NICEM continues to acquire and collate information from a number of sources, including producer and distributor catalogs for non-print materials, the Library of Congress media centers, colleges, universities, and libraries.

Patrick J. Sauer, Managing Editor
NICEM
Publishing Division
Access Innovations, Inc.
P.O. Box 40130
Albuquerque, NM 87196
(505) 265-3591
(800) 468-3453
FAX: (505) 256-1080

OPEN ACCESS Databases

OPEN ACCESS maintains three databases for use by educators. The databases are built around a powerful, but user-friendly full-text search and retrieval package. The search software allows users to easily access database information in a variety of useful ways. For example, the electronic directory can be searched by program title, publisher, curriculum area, grade level, disability–whichever is appropriate. The databases require an IBM or compatible computer system equipped with a hard disk drive and at least three megabytes of disk space.

The SpecialWare Database is designed to help staff within school districts, resource centers, libraries, and other facilities to choose software useful for students

Jack Moore, Contact Person
OPEN ACCESS Publishing Group
P.O. Box 889
Warrenton, VA 22186
(703) 439-1492

with physical, sensory, or cognitive impairments. The database contains nearly one-thousand descriptions of commercially published programs. These programs cover the full spectrum of special education—from early childhood to adult education, from mildly disabled to severely disabled, from reading to word processing to administration. The SpecialWare Database is available for $99 for a single copy.

Each software description includes many helpful details such as the reading level required to use the program, the curriculum areas are covered, and the special needs that can be accommodated. A narrative description and the publisher's name, address, and phone number are included as well. In many cases, the description also contains information on published reviews of the program.

The other two databases are the SpecialMedia Database, which contains two-thousand nonsoftware resources and is available for $49, and the Educational Journals and Newsletters Database, which contains five-hundred resources and is available for $29 as a database or $19.95 as a print directory. jeb

Research in Vocational Education (RIVE)
RIVE is a specialized database covering ongoing and recently completed projects in the field of vocational education. It also indexes the products and reports resulting from those projects. Special emphasis is given to the research, personnel development, and curriculum development activities funded under the Carl D. Perkins Vocational and Applied Technology Education Act.

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By searching RIVE before applying for federal or state funds, researchers may avoid duplication of effort. RIVE may be used to study trends in funding, such as amount or duration of study. It may also be of use to professionals in the field of vocational education for identifying new developments and projects.

RIVE includes abstracts of project proposals. Projects in all vocational education fields are covered including adult education, basic skills education, bilingual vocational education, curriculum development, gifted and talented programs, job placement, personnel development, and rural education.

The database is available through BRS Information Technologies. The NCRVE also conducts searches for clients. NCRVE works with state program improvement officers and the federal Office of Vocational and Adult Education to maintain the content of the database. BRS and NCRVE also provide technical support to database users. For subscription information, contact BRS Information Technologies, 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

TASPP Computerized Information Base

NCRVE-TASPP
University of Illinois
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217) 244-5632

Technical Assistance for Special Populations Program (TASPP) has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, limited English proficient students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and the academics.

Entries contained in the base include the following: reference materials including the most recent research reports, monographs, state reports, organizational initiatives, program development manuals, journals, and newsletters; organizations, associations, and agencies; centers for educational information/services including curriculum centers, clearinghouses, computer based-information networks, and databases; names and addresses of contact persons in state and national agencies, associations, and organizations; and exemplary programs/practices identified by TASPP staff. sck

Vocational Education Curriculum Materials (VECM)

David Carlson, Manager
NCRVE-VECM
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(510) 642-3798
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The VECM database is a comprehensive centralized computerized database of information on curriculum materials. Its development was the result of a cooperative effort by the six Curriculum Coordination Centers (CCCs) of the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE) along with NCRVE.

Only current vocational and technical curriculum materials that have national availability appear in VECM. About six-thousand records of both print and nonprint materials (including about eleven-hundred microcomputer courseware entries) are now in the database, and the number is continually increasing. An important recent emphasis has been on the entry of information on curriculum materials for special needs populations.

Each VECM entry includes the following information about the curriculum product: title, date, sponsoring agency, developer, subject matter classification, educational level, intended user, student target population, description of the print or nonprint materials, copyright restrictions, and availability.

The database is available through BRS Information Technologies. The CCCs and NCRVE continue to build and maintain the VECM database. All vocational and technical educators are encouraged to contribute information about curriculum materials. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

EXEMPLARY VOCATIONAL SPECIAL NEEDS PROGRAMS

TASPP of the National Center for Research in Vocational Education (NCRVE), University of California at Berkeley, conducts an annual search for exemplary vocational education programs serving students with special needs. TASPP's evaluation process focuses on specific components which research has shown are characteristic of effective programs. Applications providing detailed program descriptions are evaluated for these components by leaders in the field of special needs vocational education. The following entries represent programs identified as Exemplary Vocational Education Programs Serving Special Needs Students serving students with limited-English proficiency (LEP) as well as practitioners and administrators.

Creating Dropout Alternatives (Project C.D.A.)
Project C.D.A. provides Coeur d'Alene, Idaho students who cannot succeed in the traditional high school a fully accredited alternative to the regular school system. Once enrolled, the at-risk students referred by school district counselors, health and welfare agents, or the judicial system, choose from a varied curriculum which includes applied technology, math, science, and communications; vocational education; and a hands-on approach to learning.

The program's low student/teacher ratio, innovative teaching styles, individual instruction, and day-care facilities help create a nurturing, caring atmosphere. Additionally, students are an integral part of all facets of the school's operation, including hiring new staff. The program's success is evidenced by an average dropout rate of thirteen percent (many of whom return to the school later) and follow-up data on graduates indicating that on the average, only about six percent were unemployed or on public assistance. jeb

Roger Hansen, Principal/Program Coordinator
PROJECT C.D.A.
Coeur d'Alene School District 271
725 Hazel Avenue
Coeur d'Alene, ID 83854
(208) 667-7460

Vocational Education Resource System (VERS)
Funded by the Career-Vocational Education Division of the California Department of Education, VERS is a comprehensive technical assistance and information referral system. VERS assists career-vocational teachers, counselors, and administrators in improving and expanding programs and services for special population students (disadvantaged, at-risk, disabled, or LEP). VERS provides technical assistance to educators in areas such as integration of academic and vocational education, program administration, instructional strategies, fiscal and accountability, and grantwriting. Regional workshops, inservice training, and telephone consultation to educators throughout California are also provided. VERS designs and utilizes a regional computer database and manages the

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California Institute on Human Services
Sonoma State University
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Rohnert Park, CA 94928
(707) 664-2416
FAX: (707) 664-2417

Special Populations Library, offering audiovisual materials, textbooks, curriculum guides, reports and other publications for loan to educators, especially those working with special needs students. A list of VERS publications is available upon request. jeb

MODEL PROGRAMS

TASPP receives frequent requests for model programs serving special populations. This listing contains a *selection* of those models and/or practices designed to assist educational personnel to better serve limited-English proficient (LEP) students.

Basic Skills Advancement Program
The mission of the Basic Skills Advancement Program is to provide supplemental instruction/services to academically disadvantaged and disabled students who might otherwise have had difficulty in a technical program of study. Targeted populations include recent high school graduates, students who have been out of school five or more years, displaced workers and homemakers, high school dropouts, students whose first language is not English, economically disadvantaged students, and students with disabilities.

Services provided include pre-enrollment testing, basic skills courses, computer-assisted instruction through a learning lab, counseling, career assessment, and other support services. Outcomes are measured using a pre- and posttest. The program employs a coordinator to incorporate writing and math across the curriculum. This program is one of four Honorable Mention awardees identified by TASPP. jeb

Al Travers, Chairperson
Basic Skills Advancement Program
General Education and Support Services Division
Indiana Vocational Technical College-Northcentral
1534 W. Sample Street
South Bend, IN 46619
(219) 289-7001

Bell Multicultural High School (BMHS)
BMHS, a fully accredited, secondary school with an adult education component, is dedicated to providing its student population with vocational, academic, personal, and employment-related skills needed to enable them to participate equitably in American society. The BMHS student population consists primarily of LEP immigrants and refugees, and minority youth and adults. The five major programs offered are (1) academic; (2) career, occupational, and technical training; (3) after-school dropout prevention; (4) adult and family education; and (5) center for excellence in languages. Components of the program include instructional, counseling, and career development. Students are offered an array of academic, career, vocational, remediation, and independent study courses including preparation for the GED exam and world-of-work training. cdb

Maria Tukeva, Principal
Kathy Gillette
BMHS
Program Development
3145 Hiatt Place, NW
Washington, DC 20010
(202) 673-7314
(202) 673-3551

Birmingham Community Education Program
The purposes of Community Education are (1) to provide lifelong learning opportunities; (2) to cooperate with other community agencies providing health, educational, cultural, and recreational opportunities for all citizens; and (3) to involve the community in the educational process. The Birmingham Community Education Program implements the philosophy of Community Education through their Adult Basic Education Program, Community Schools Program, Stressing Opportunities for Academic Readiness Program (SOAR), and their VISTA Literacy Program.

Youth at-risk issues are addressed through the Birmingham Community Schools Comprehensive At-Risk Education Services Project (CARES), which has been featured as a national model by the Charles Stewart Mott Foundation. This intercollaboration makes counseling, health services, and employment preparation available at the school site through collaborations with United Way agencies. cdb

Peggy F. Sparks, Director
Birmingham Community
Education Program
Davis Center
417 29th Street, South
Birmingham, AL 35233
(205) 583-4776

Business Technology Academies
A collaboration of Sequoia Union High School District and local businesses, the Business Technology Academies attempt to help educationally disadvantaged youth break the pattern of low academic achievement, inadequate skills, and chronic unemployment. By forming partnerships with local businesses, the program attempts to meet basic academic and vocational training needs of LEP and educationally disadvantaged youth at risk of becoming unemployed dropouts. The program also prepares these students for employment in local businesses.

The academies incorporate the following objectives: a curriculum relating academics with employability skills; smaller classes for individualized attention; counseling services; careful monitoring of student performance; career information through field trips, guest speakers, and a mentoring program; and job opportunities through paid summer employment and senior year work experience. A recipient of a U.S. Department of Education's Vocational Education Grant in June of 1989, this program will run for three years, until 1992. mcw

Marilyn Raby
Business Technology Academies
Sequoia Union High School
480 James Avenue
Redwood City, CA 94062
(415) 369-1411 Ext. 327

Career Beginnings Program
Career Beginnings, a college-business-community initiative in highly populated cities across the country, is designed to build on the demonstrated potential of high school students to overcome difficulties and achieve. Its focus is high school juniors from low-income families, have an average academic and attendance record, and who have demonstrated motivation and commitment beyond school activities. The project continues through the first year after high school graduation. Annually, Career Beginnings provides more than two-thousand students with (1) the encouragement of a knowledgeable adult mentor, (2) support in exploring career and college options through educational workshops and training, (3) year-long services and guidance throughout the process of gaining admission to college or obtaining a full-time job with career potential after graduation, and (4) a quality summer work experience. mcw

William Bloomfield
Career Beginnings Program
Center for Human Resources
Brandeis University
60 Turner Street
Waltham, MA 02254-9110
(617) 736-3770
(800) 343-4705

Center for Academic Enrichment
The Academic Enrichment Program, recognized as a 1990 Presidential Award Program, is an educational program utilizing computer-assisted learning and incentives to encourage JTPA youth to remain in school, to graduate, and to be successfully employed at the conclusion of the program. Although there are activities in the program which are focused on preparing a participant for the world of work, the program's emphasis is on improving the basic reading skills that are critical to success in school and essential for long-term employment. JTPA guarantees that youth who are successful at the center through their senior year will receive additional support after completion of the program. This support can take several forms, including placement into customized training programs or other JTPA training initiatives being undertaken at the time, or enrollment into appropriate postsecondary schooling for one to two years. mcw

Center for Academic Enrichment
363 N. Water Street
Decatur, IL 62523
(217) 428-5701

Coca-Cola Valued Youth Program
The Coca-Cola Valued Youth Program is an instructional program designed to reduce dropout rates among Hispanic middle-school children who are LEP and at-risk. Developed by the Intercultural Development Research Association (IDRA) with support from Coca-Cola USA, this cross-age tutoring program is designed to meet the following objectives: (1) reduce dropout rates, (2) enhance students' basic academic skills, (3) strengthen students' perception of self and school, (4) decrease student truancy, (5)

Maria del Refugio Robledo,
Director
Coca-Cola Valued Youth Program
Center for the Prevention and
Recovery of Dropouts
5835 Callaghan, Suite 350
San Antonio, TX 78228-1190
(512) 684-8180
FAX: (512) 684-5389

reduce student disciplinary referrals, and (6) form school-home-community partnerships to increase the level of support available to students.

The program has recently been approved by the Program Effectiveness Panel of the U.S. Department of Education's National Diffusion Network. In 1988-1990 it was funded by the U.S. Department of Education's Office of Bilingual and Minority Languages Affairs (OBEMLA), and in June 1990, the Coca-Cola Foundation funded a five-year grant to expand the program nationally. Schools in Texas, California, New York, and Florida will serve as replication sites. A multimedia training package will be available for other schools wishing to implement the program. mcw

Community Career Center
Through its Community Career Center model, Baltimore County, Maryland, uses a holistic approach through a familiar atmosphere to reconnect "disconnected" youths aged fourteen to twenty-one. An individualized program provides opportunities for each student to achieve maximum success. Students receive the following services: assessment-evaluation, basic skills instruction, vocational experience, community outreach, social-emotional enhancement, job development, and follow-up. A recipient of a U.S. Department of Education's Vocational Education Grant in June of 1989, this program will run for three years, until 1992. mcw

Don Hardesty
Community Career Center
Baltimore County Public Schools
8200 Old Philadelphia Road
Baltimore, MD 21237
(301) 887-0133

Crossroads Youth Offender Program
The Crossroads Program, located at Peckham Vocational Industries, is a community-based, comprehensive day treatment program for serious, delinquent Ingham County Probate Court wards between the ages of fifteen and eighteen. The program was designed as an alternative to long-term detention or residential placement. Crossroads' goal is to reduce recidivism, improve social functioning, increase academic performance, maximize an individual's vocational and personal functioning, and provide job skills training for youths who have repeatedly failed in traditional settings. The program is unique in that it seeks to combine educational, social, and vocational services at an actual work site. Crossroads participants and their parents must make a minimum twelve-month commitment to the program.

Trina R. Jones, Program
Coordinator
Crossroads Youth Offender
Program
Peckham Vocational Industries
2822 N. Martin Luther King, Jr.
Boulevard
Lansing, MI 48906
(517) 323-2400

Services are individually designed in conjunction with Ingham County Probate Court, the Department of Social Services, and the Peckham Vocational Industries staff. The program provides services to youth in the following areas: intensive casework services; vocational evaluation, exploration, and skill training; individual and group counseling; academic remediation and enhancement; substance abuse assessments and counseling; independent living skills; personal care skills; and social skills development. The program is highly structured to provide experiential learning, approximate employment, and social situations of competitive work environments. The process of the program is to eliminate criminal behavior and instill independent living skills to stabilize hard-to-serve youth for a successful transition into adulthood. mcw

Graduation, Reality, and Dual-Role Skills (GRADS)

The Ohio Department of Education has received a four-year grant from the National Diffusion Network to disseminate their program for pregnant teens and adolescent parents to other states. The goals of the GRADS project include (1) student retention through graduation, (2) student appreciation of the importance of prenatal care, (3) practical parenting and child development skills, (4) orientation to work, and (5) establishing goals toward balancing work and family responsibilities. The curriculum focuses on knowledge and skills related to self-esteem, pregnancy, parenting, and economic independence, including career exploration, goal-setting, job search strategies, and employability skills. The dropout rate for the 8,250 Ohio participants enrolled in 1989-1990 was 14.6%, significantly lower than the national average. jeb

Sharon G. Herold, Project
Director
GRADS
Ohio Department of Education
65 S. Front Street, Room 909
Columbus, OH 43266-0308
(614) 466-3046
FAX: (614) 644-5702

Project COFFEE

Designed to serve youth living on or near North Dakota's Indian Reservations who are at risk of dropping out, Project COFFEE contains the following characteristics: a self-contained classroom concept, a one-half school day concept, a daily vocational education component which simulates work experience of at least two hours or more emphasizing basic math and reading skills, along with business-industry partnership, counseling, pre-employment, and physical education components. The project is designed to serve one-hundred twenty students on four reservations. A recipient of a U.S. Department of Education's Vocational Education Grant in June of 1989, this program will run for three years, until 1992. mcw

Dennis Steele
Project COFFEE
North Dakota Board of
Vocational Education
15th Floor, State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505-0610
(701) 224-2288

Project Match
The Project Match Model is a long-term employment assistance program for disadvantaged families initiated in 1985 and selected in 1988 as an award winner in the Innovations in State and Local Government program of the Ford Foundation and Harvard University. In the Cabrini-Green housing project site (located in an African American, inner-city community in Chicago, Illinois), Project Match has implemented, tested, articulated, and disseminated strategies to move long-term welfare recipients and those at risk of persistent poverty toward stable employment. The program rests on the approach of building bridges for people to enter the work world by helping them to return to school, obtain vocational training, and find and keep jobs. Recognizing that moving to economic self-sufficiency is a long and unsteady process for disadvantaged families, Project Match makes a long-term commitment to its clients.

Key program features are (1) targeted services designed for the most disadvantaged, (2) community-based, (3) long-term commitment, (4) open enrollment, (5) extensive use of partnerships in the competitive employment sector, (6) coordinated services using a case management approach, (7) one-to-one counseling to develop an ongoing, trusting relationship, (8) job development, (9) follow-up, (10) realistic evaluation, and (11) public recognition of client achievements. The program documents client results in placement, job retention, career progress, independence, and wage gains. jeb

Toby Herr, Director
Warrine Pace, Service Director
Project Match
Winfield/Moody Health Center
1276 North Clybourn, Lower
Level
Chicago, IL 60610
(312) 266-6464

Student Transition and Retention Program (STAR)
A basic component of the STAR program is vocational education, with all students completing a vocational course for the purpose of obtaining secure jobs with a future. In addition, STAR helps student complete their high school studies. Program objectives include recruitment of at-risk students; enrolling, advising, placing, and counseling; providing program outreach; enrolling students in a vocational training course; helping students to find employment; and assisting students in obtaining their high school diploma or GED. The majority of participants are not native English speakers; their first language is Spanish or Vietnamese. Mastery of English is a major program component. An important objective of the program is to serve as a model for other areas in confronting the problem of high school dropouts. jeb

Adrienne Sims, Director
STAR
Centennial Education Center
2900 W. Edinger
Santa Ana, CA 92704
(714) 564-5068
(714) 564-5064

Technical Alternative High School
Established in 1984, the Technical Alternative High School's goal is to "address the attitudes and behaviors that contribute to the dropout problem by developing a student's sense of competence/worth through meaningful vocational and academic experiences, integrated with social skills training and counseling support."

The school screens potential dropouts through baseline attitudes and behaviors associated with dropout behavior and has developed a full range of differentiated support services. A recipient of a U.S. Department of Education's Vocational Education Grant in June of 1989, this program will run for three years, until 1992. mcw

Joseph Schwartzberg
Technical Alternative High School
BOCES Mid-Westchester Center
65 Grasslands Road
Valhalla, NY 10595
(914) 761-3400

Twilight Program
The mission of the Twilight Program is to prepare at-risk youth for the future by helping them to develop the skills and attitudes needed to participate effectively in the labor market and/or to continue their education. To reach this goal, the Twilight Program provides intensive vocational training and comprehensive support services to these youth. Students served include residents of a correctional facility, probationers, pregnant teens and single teen parents, students with learning disabilities, dropouts, and students at risk of dropping out. Twilight is the only vocational school program in New Jersey designed to accommodate incarcerated youth on a regular basis in an outside community setting.

Occupational training areas include auto body, carpentry, commercial foods, landscaping, office occupations, and welding. Basic computer literacy training is provided to all students. Training in job-seeking skills is also provided, as is GED preparation. This program was identified as an Honorable Mention in the 1990 National Recognition Program for Exemplary Vocational Educational Programs Serving Special Needs Populations, sponsored by TASPP. jeb

Sherman Harris, Program Director
Twilight Program
Somerset Vocational Technical High School
North Bridge Street and Vogt Drive
P.O. Box 6350
Bridgewater, NJ 08807
(201) 526-8900 Ext. 269

Vocational Continuum Program
The Vocational Continuum Program is a four-year comprehensive system designed to assist at-risk, low-income and minority youth at Grant High School in making the transition into and out of high school while receiving the maximum benefits from vocational education. Components include recruitment of students by a Targeted Services Specialist who encourages

Kevin J. Webster
Vocational Continuum Program
2245 N.E. 36th Avenue
Portland, OR 97212
(503) 280-6516
(503) 280-5858

participation in leadership programs, academic and personal needs assessment, a range of services to address a wide variety of student needs, smaller classes, personalized feedback on progress, individualized treatment, opportunities for tutoring and mentoring, coordination of vocational and academic counseling, relevant work experience, and community and business participation. A recipient of a U.S. Department of Education's Vocational Education Grant in June of 1989, this program will run for three years. mcw

Vocational Education Project

This project is a nationwide effort to help low-income students and communities by redirecting vocational education programs to better meet the long-term needs for education, employment, and community development. It is based on a belief that vocational programs should provide broad, long-term skills which enable students to exercise more control over their lives and participate actively in running their communities' institutions. Instead of a passive dependency model of education and development, it seeks to provide not only solid academic and other transferrable skills to students, but also opportunities for students and community organizations to participate in diversifying and changing the local economy and creating good jobs.

The project involves a mix of local, state, and federal strategies to achieve these goals. A major strategy is to seek comprehensive implementation and enforcement of certain key provisions of the Perkins Act which are designed to assure that vocational programs give students extensive knowledge and experience in all aspects of the industry they are preparing to enter, and enhance their academic and problem-solving skills in the vocational setting. To help them work with other parties in reshaping their programs, the project supports student/parent/community organizations in several demonstration sites around the country. The project will also conduct monitoring and advocacy at the federal level, and prepare publications and research.

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Lauren Jacobs, Project Attorney
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Center for Law and Education
236 Massachusetts Avenue, NE,
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Work, Achievement, and Values in Education (WAVE)

WAVE is a four-level, competency-based curriculum designed to help at-risk young people in grades nine to twelve to improve their prospects for academic and personal success. Specifically, WAVE endeavors to reduce absenteeism, improve grades, and enhance self-esteem for at-risk youth including dropouts,

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pregnant and parenting teens, and adjudicated youth. WAVE students learn about the world of work and the connections between school and work in a variety of classroom and experiential activities. WAVE consists of a teacher-training package, a comprehensive curriculum, and motivational and leadership activities for students. It is designed to be effective as a separate program and/or operate in conjunction with existing dropout prevention programs. On-going technical assistance is provided by the Work, Achievement, Values and Education staff (formerly known as 70001 Training and Employment Institute). mcw

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